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ABSTRACT

The 41 projects across the country funded under Title I, and validated by the Department of Health, Education and Welfare Education Division as "exemplary" and worthy of duplication, are described in this booklet. The descriptions, which are aimed at telling parents, community groups and educators what is working in Title I, are taken from newspaper articles and television and radio scripts. The general philosophy, scope, and activities of each program are briefly stated. Many focus on reading and language arts, but math programs, programs with high levels of parental involvement, individualized instruction, and bilingual and migrant education are also in evidence. Names, addresses, and phone numbers of persons to contact are included for those who wish to obtain further information. (Author/WI)

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WINNERS, ALL!

41 Outstanding Education Projects That Help Disadvantaged Children

ED163103

Compiled and edited by
Jeanne S. Park
Office of Public Affairs

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

Fewer than 200 education programs from coast to coast have been validated by HEW's Education Division as "exemplary" and worthy of duplication by other school districts. Forty-one of these are projects funded by Title I of the Elementary and Secondary Education Act.

The purpose of this booklet is to describe these projects for parents, community groups, and interested educators so that they may learn what is working in Title I. A description of each project follows, along with a contact name and phone number in case further information is desired.

The stories, originally written for use in newspapers and by radio and television stations, tell how the programs operate, what makes them successful, and how much the students are achieving. Many focus on reading and language arts, but there also are examples of good math programs, programs with high levels of parental involvement, individualized instruction, and bilingual education.

Together, they present an overview of some of the good things that are happening to Title I children in schools across the Nation.

Richard L. Fairley
Director
Division of Education for
the Disadvantaged

AUGUST 1978

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TITLE I ESEA PRESCHOOL
Bessemer, Ala.

Inside a glass booth the children crowd around the strange-looking equipment--dials, gages, microphones, and tape recorders. They listen intently as the announcer explains in simple terms how a radio program is broadcast and why all the equipment is necessary.

A field trip taken by school children anywhere in the country? It could be, but it isn't. This is a special group of 5-year-olds in a Title I kindergarten program in Bessemer, Ala. The children are participating in one of many such trips they take with parents and teachers during the school term.

Field trips help the youngsters relate the world around them to their own lives. For example, on a visit to a pet shop or a zoo they see how animals live in different environments and learn what is involved in taking care of their own or classroom pets.

Parents go with the children not only on field trips but into the classroom. Many volunteer as teacher aides, and every kindergarten class has a parent organization which meets monthly. Parents also help with the testing program which is part of the project.

All children take the Test of Basic Experiences when they enter the program. The results of these tests are then evaluated so that problems can be spotted early and teachers can plan each child's activities accordingly.

Take the case of Jimmy Johnson, for example. Jimmy, not his real name, was a loner. He always seemed sad and rarely played with other children. When he did, he was aggressive and disruptive. Testing showed that Jimmy had average basic skills. So the problem must lie elsewhere.

The test evaluator talked with Jimmy's mother to find out why he didn't get along in class. She discovered there was an older child in the family who took most of Mrs. Johnson's time and attention. What Jimmy needed was a loving teacher who could help him individually.

A special program--one in which he could succeed--was tailor-made for Jimmy. For the first time he was the center of attention as he progressed through kindergarten. Each small success made him feel good.

Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

He came out of his shell and began to mix with the other children. He learned to share toys, work, and play.

As a result, Jimmy Johnson entered first grade with the same chance of success as his kindergarten classmates.

Jimmy's mother won't be able to provide volunteer help in the school. But other parents will, and they will help Jimmy.

The kindergarten program is one of three components that make up the Bessemer Title I project. The other two--developmental reading and math--will help Jimmy through fourth grade. By then, he should have the start he needs to make it through high school--and beyond.

# # #

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BAPTIST HILL KINDERGARTEN
Greenville, Ala.

School is a place for learning. But if a child doesn't know certain basic bits of information when he enters school, he's going to have a rough time of it.

Yet many children lack the necessary learning experiences for success in school. Many have never had a chance to work with paper, pencil, and crayons. Many have never been read to or had a book of their very own.

In Greenville, Ala., the Baptist Hill Kindergarten is helping disadvantaged children make up for lost time. Through a heavy enrichment and experience program, it introduces five-year-olds to the wonderful world of books, paper, pencil, and crayons. It gives them a chance to see, smell, taste, and touch all of the things they may not have experienced at home--things other youngsters take for granted.

"The results have been dramatic," says Ms. Georgia Lucas, a program coordinator. "It has made all the difference in the world that we can give these children an opportunity to experience success by helping them feel good about themselves and their chance to get ahead in life.

"You can spot it in the lunchrooms and classrooms," Ms. Lucas added. "The group that attended kindergarten is much more advanced in the upper elementary grades than the children who did not."

It all started in 1970. Up to that time, Alabama did not have public kindergarten classes. The Baptist Hill Kindergarten was the first in the State. It began with 150 children.

Now there are kindergarten classes all across Alabama, and the Baptist Hill project operates 10 classes, filling a complete school building.

"In the beginning there was some reluctance by the parents to let their children attend Baptist Hill classes," Ms. Marjorie Maddox, director of the Kindergarten, said. "But now you can't stop them from participating--they're so eager. We get lots of help from a very active parents' committee and we look at this as one sign of success."

Parents' meetings are heavily attended by 100 or more persons who are brought into nearly every phase of the kindergarten operations.

According to school officials, many serve as aides in the classroom. This, too, is good for the children because they can identify better with an aide they know than with the teacher they don't see all of the time.

"Many of our children have so little experience with adults who are willing to talk with them and spend time with them that being with the aide for just a few hours a day is an experience for the children and the adult," Ms. Maddox says.

Another major key to the program's success is the ability of its professionals to tailor a curriculum to meet each child's individual needs.

In addition, classroom settings are made highly attractive with colorful furniture, carpeting, and movable room dividers, all of which stimulate the children and develop in them a sense of responsibility for other people's property.

"It's surprising how careful the children are of the furniture and toys in the room," Ms. Maddox says. "We have never had to replace a toy in the 8 years we have been in operation."

# # #

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IMPROVEMENT OF BASIC READING SKILLS
Sylacauga, Ala.

Help is where you find it. And in Sylacauga, Ala., help for children who are poor readers may be found on the stage of a school auditorium, in a locker room, or the teachers' lounge.

Any place large enough to hold 12 students, a teacher, and an aide has been converted into a reading center to help children from disadvantaged backgrounds get a grip on reading.

In all, there are eight reading centers--three in Main Avenue Elementary School, two each at Pinecrest and Mountain View Elementary Schools, and one at East Highland Middle School. They offer remedial aid to some 440 students in grades 1 through 7.

Children are selected each spring on the basis of achievement scores and teacher recommendations. "We limit the program to children with IQ's of 80 or above who are reading 6 months or more below grade level," explains Ms. Elizabeth Dickson, program director. "We want to give those who have a chance to learn an opportunity to learn."

Each fall the children's problems are diagnosed and special methods selected to treat individual problems.

For example, a boy in the first grade may have trouble recognizing shapes. The teacher would draw from a materials bank a packet containing devices and techniques to help him learn this particular concept. He would then work puzzles that form circles, squares, and triangles. He would try to match shapes with their names. He'd read stories and listen to tapes that deal with objects of various shapes.

One of the more popular teaching techniques involves a small TV-like machine in which the child inserts a film cassette. He or she then watches a picture story, hears it read, and follows the words in a book--all at the same time. When the lesson is over, the child then completes a work sheet to see whether the lesson has been mastered.

As soon as a child learns a skill, he or she moves on to the next. Each skill is taught by the teacher and reinforced by an aide. There are volunteers in each school as well--more than 100 in all--parents and grandparents, people from the community.

Parent involvement is one reason the program works so well. Recently, 63 parents came to school to eat lunch with their children and attend a "materials" workshop. All afternoon they made teaching toys:

. ABC wheels to which the children attach a clothespin bearing small letters to match with the capital letters on the wheel.

. Color wheels with clothespins bearing the words "orange," "yellow," "red" to be matched with those particular colors.

. Shape wheels for matching pictures of shapes with the words that describe them.

The parents also made paper-plate clocks with cardboard hands and shoes cut from corrugated cardboard to which laces were attached so the children could learn to tie their shoes a little more easily. One father made 24 shoes in one day--enough for his child's class and more.

These parent-made teaching tools supplement the materials in the teacher packets. They are used not only at school but at home.

Together, parents, teachers, aides, and volunteers give the reading center children every opportunity to learn. And it is paying off.

Recent test scores show that the children in the centers improved their reading skills 1.3 years during only 9 months of instruction.

"This is a significant gain," Ms. Dickson says. "Disadvantaged children seldom achieve more than 0.7 year for a year's instruction and keep falling farther and farther behind.

"Our children are catching up."

# # #

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FLAGSTAFF REMEDIAL READING PROGRAM
Flagstaff, Ariz.

There's nothing fancy about the Remedial Reading Program for disadvantaged children in Flagstaff, Ariz. It's just a good, sound program that does its job and does it well.

So well in fact that it has induced four Havasupai Indian families who live at the bottom of the Grand Canyon to send their children to school in Flagstaff. The children stay with a Mexican-American family and speak three languages--English and Spanish, as well as their Indian tongue.

About 850 other youngsters in grades 2 through 9 also benefit from the remedial program. They come from schools with high concentrations of low-income children--6 of the 10 Flagstaff elementary schools, both junior highs, and St. Mary's parochial school.

The program begins each fall when reading teachers and counselors decide who will participate. Top priority goes to children who score in the lower 25 percentile on standardized reading and general achievement tests. These children then leave their regular classrooms each day for extra practice in reading--a session that is in addition to whatever they might regularly have in their classrooms.

Remedial sessions last 30 minutes in the primary grades; 45 to 50 minutes at the intermediate and junior high levels.

There is at least one remedial teacher, often two, in each school. In addition, two Navajo and two Spanish-speaking aides help the bilingual children either in the regular classroom or with a specific lesson in the pullout classes.

Two reading teachers travel 45 miles each day to the nearby Navajo reservation to help children there. Then, during the summer, an exciting library-reading program draws Navajo youngsters back into the school for more remediation. Because the parents leave home early to herd the sheep, the summer school opens early--at 7 a.m.

"The program is so varied and interesting, parents have no trouble getting their children out of bed in the morning," says Mrs. Wanda James, reading supervisor. "The learning center is filled with all sorts of fascinating things--comic books that teach reading skills,

read-along books with which a child listens to a story told on tape while he follows it in a book, and movies for breaktime."

As part of a recent summer program, the Indian children painted a junked car for use on a neighborhood playground, participated in sports tourneys, and celebrated summer's end with a watermelon party.

The initial objective of the Flagstaff Remedial Reading Program was to help 65 percent of the children who had scored in the lower quartile gain 1 month for every month in the program in either vocabulary or reading comprehension. Last year 85 percent met this objective at every grade level. In all but seventh and ninth grades, they achieved this gain in both areas--vocabulary and comprehension.

# # #

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CATCH UP - KEEP UP
Tucson, Ariz.

Children, like adults, are different from one another. They come in different shapes and sizes. Some prefer chocolate but others like strawberry better. One may be wild about football while another may find it a big bore. Everybody knows this--especially people whose business is education.

Sometimes, though, schools tend to overlook a basic difference which determines education success: children, like adults, learn at different speeds and in different ways. When schools don't give proper consideration to this difference, a lot of kids get locked into education failure.

Fortunately, because learning differences are recognized, this doesn't happen to children in the Flowing Wells School District in Tucson, Arizona.

Nearly 10 years ago, Flowing Wells started a program called Catch Up - Keep Up. It is a descriptive title because the entire purpose is to help poor readers catch up to grade level and stay there.

All children in the district are tested and those most in need of help go into the program. Usually they are reading at least 2 years below grade level. But with special attention from reading experts, their skills improve rapidly. In fact, some of them exceed the goal of 1 month of reading improvement for every month of instruction.

The program has two parts, a laboratory phase and an inservice phase. Reading specialists, all of whom have advanced degrees, carry out the lab phase. They meet with small groups of students--never more than six at a time--and if the problems are severe enough, they will work with two or even one youngster at a time. The lab period depends upon the child's attention span.

The inservice phase takes place in the regular classroom. There, through demonstration, the reading specialist shares instructional know-how with the classroom teacher. Thus, the poor reader's newly acquired communication skills are reinforced; the classroom teacher becomes even a better teacher; and all of the kids in the class benefit from improved instruction.

Learning, like a skyscraper, requires a strong foundation, and every layer must be made of sturdy stuff or the whole thing will collapse. To make sure each layer is firmly in place, Flowing Wells has defined a sequence of learning skills, each of which must be mastered before the child goes on to the next. These learning objectives are the same throughout the district so that teachers, administrators, and pupils always know exactly where they are and where they are going.

Catch Up - Keep Up was originally designed for use in the three primary schools. But there wasn't enough Federal money to keep it going in three places at once. Therefore, the federally supported project was moved to the middle school, which absorbs the entire primary school population, and now it serves children in grades five through eight.

However, parents in Flowing Wells know a good thing when they see it. They were determined that their beginners would not get lost in the shuffle. Consequently, they held a special election to increase the education budget and, out of their own pockets, are maintaining the special reading curriculum at the primary level.

Robert Hamil, the district's director of elementary education, said, "School personnel never did have any doubts about the value of the reading program. But when we saw that kind of citizen support, we knew we had a real winner!"

# # #

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MIGRANT STUDENT RECORD TRANSFER SYSTEM
Little Rock, Ark.

As warm weather traces its way across the United States, thousands of children of migrant farm workers move with it. They follow their parents as they follow the sun, harvesting fruits and vegetables in fields from Florida to Maine, Mississippi to Michigan, California to Washington State.

Each time these families stop to prune the grapes, pull sugar beets, and snap tomatoes from the vine, their children enroll in another school. When asked the name of the town and last school attended, the child knows only that he's come "from the lettuce" or "from the strawberries."

It used to take several weeks of testing to place a migrant child in school. And by that time he might be off to another school, another period of limbo, and, worse yet, another wasteful series of inoculations and eye tests.

The Migrant Student Record Transfer System (MSRTS), located in Little Rock, Ark., has changed all this. Since 1971, it has provided school administrators and teachers with up-to-the-minute information about more than a million migrant children--children not only of migratory farm workers but fishermen as well.

Within the MSRTS giant computer are the health and academic records of each of these children, ready to be forwarded wherever the child may go. The data it contains is only a phone call away from any school district.

Terminal operators in 44 States stand ready to provide the needed information. The records clerk at the school simply calls the nearest operator and within 5 or 10 minutes has the name of the last school attended, the child's health record, and a list of any special remedial and enrichment programs he participated in.

Within 12 hours a computer run-off containing his full health and academic record is in the mail.

The Little Rock computer has an active file on more than 600,000 children. When a child first enters school, the name of his or her parents and their present address are recorded, and health data compiled. From then on, it becomes the State's responsibility to see that each school the child attends keeps the Migrant Student Record Transfer System informed of all relevant data concerning academic progress as well as any health data.

Currently, the computer is being refined to give even more detailed information. By September 1978, it will contain skills data in reading, math, language arts, and early childhood programs. Grade levels also are being programed into the machine.

All of this information is highly confidential. Only school and health officials can query the computer. And codes are changed frequently.

"We do not want migrant children to be exploited," says Winford (Joe) Miller, director of the Migrant Student Record Transfer System. "Records can only be obtained through the system's terminals and only by the entry of specific identification data for each child."

Although designed initially to aid school officials in the more than 15,000 schools which serve migrant children, the data bank has also provided invaluable aid to public health officials. For example, a migrant child left Texas with a severe health problem of which he and his parents were unaware. Within 20 minutes the computer had located the child in a California elementary school, and in less than an hour he was en route to a doctor.

A similar case--though on a much larger scale--occurred in 1973 in Florida. The MSRTS found more than 200 children who were potential victims or carriers of typhoid fever. The network was called into play after 130 persons became ill with typhoid, apparently as a result of drinking contaminated water at a migrant labor camp in Homestead.

By the time the outbreak was discovered, hundreds of people who had been exposed to the disease had left the area for work elsewhere. Thanks to the computer network, 232 children--and through them their families--were located within 48 hours. The data bank had traced the children to other parts of Florida, and to Texas, Georgia, and Alabama.

# # #

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CATCH-UP
Newport Beach, Calif.

Children having trouble with reading and math sometimes find help in the most unexpected places. Even in a closet.

That's where project Catch-Up in Newport Beach, Calif., got started.

From one small room in an elementary school, a group of creative educators have developed an effective method for helping low achievers.

The project begins with the regular classroom teachers and special lab teachers working together to find each student's weak points. A standardized test identifies the reading and math skills which are lacking.

Lab teachers select special materials and techniques geared to the individual needs of the student, who then attends special laboratory classes for a half hour each day.

Students work at their own level and move ahead at their own pace, building one skill and then working toward another. In this way every child experiences success.

At the end of each month the initial test is given again. Thus, children and their teachers know exactly how much progress has been made.

Project Catch-Up participants boast one and a half months growth in reading skills for each month in the program and one and one quarter months growth in mathematics skills. The average child gains one month for one month of instruction; the disadvantaged child seldom gains more than 0.7 month per month.

The project, which began a decade ago in a closet in a Newport-Mesa school, now consists of five operating labs in five different schools and reaches about 500 students each year.

Project Catch-Up has caught on. Since the only requirement is a little extra space, a number of school systems across the country have installed it in their classrooms.

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PAL, PUPILS ADVANCING IN LEARNING
Adams County, Colo.

What if teachers could only say yes? What if coke came out of water fountains? What if the streets were made of marshmallows? What if . . .

The possibilities are endless and all are inside a gaily papered cylinder (made from a potato chip can) from which the children in the Adams County (Colo.) School District No. 12 remedial reading program pick assignments. Whatever the "what if" may be, that's what they write about--learning to respond creatively, to use new words, to spell and write them.

The idea is to motivate children who are poor readers, who seldom know success and, as a result, don't always think much of themselves. The fun things and small daily successes go a long way toward helping these youngsters strive toward grade level in reading. All are well below when they start the program.

"We don't think of these things so much as games as instructional activities," says Carolyn Tennant, special program coordinator of PAL, Pupils Advancing in Learning. "We do a lot of unusual things to create interest in reading and books."

For example, there's a blue fuzzy "bookie monster" the children get to feed each time they finish reading a book; old telephone booths where they can read aloud into a tape recorder and play back their own voices or listen to a taped story while following it on the printed page; and a bulletin board with bones labeled with short and long vowels which the youngsters sort into appropriate doggie bowls.

But along with all this fun and games there is a vigorous instructional program conducted by highly trained specialists giving a lot of individual attention. Children are taught in small groups with not only commercially prepared materials but with books, games, and other devices developed by the teachers.

About 600 children in 16 elementary schools participate in PAL. They are in grades 1, 2, and 3 in Adams County School District No. 12, which serves Northglenn, Thornton, and several other suburban communities north of Denver.

Because success is so important for the slow learner, the program focuses on short-term goals which can be reached daily. "We feel that every child can do something, so we provide the appropriate materials so he can know success and feel good about himself," Tennant says.

"We send home lots of Smile-o-Grams," she goes on to say. "We want the parents to know the good things their children are doing in school."

As a result, parents form a strong core of the program. They make many of the games the children work with. They attend workshops to learn how to use items they may have around the house--like oatmeal boxes, shoe boxes, string, and colored paper--to make learning devices. And 2 years ago, they sponsored SAFLAF--Summer Activities for Learning and Fun--at which parents had an opportunity to view and buy inexpensive books, materials, games, and other things to help their children learn at home during the summer months.

Many of these same items are available for checkout from the parent resource room all year long. Teachers keep the parents informed about current classroom activities so they can coordinate work-at-home materials with whatever the children are learning in school.

Inservice training is another important part of PAL. The needs of the teachers are assessed annually and training sessions planned accordingly. An exciting teacher training program recently focused on BASICS, Building and Applying Strategies for Initial Cognitive Skills.

BASICS kept the teachers after school 3 extra hours for 8 weeks in a row. There were two sessions, one in the fall, another in the spring--both voluntary. Yet all the PAL teachers attended.

These ingredients--a stimulating program, good parental involvement, and a highly trained staff--have made PAL outstandingly successful.

But anyone who copies the program--beware! "We in Denver have one very serious problem," says Tennant. "Too many children want to get in--even ones who have no reading or adjustment problems."

# # #

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CLASSROOM TEAM APPROACH
Westminster, Colo.

For children who experience difficulty in reading, school can be full of disappointments. Many times these students are placed in special classrooms, separated from their regular classmates and teachers. They often use different books and worksheets, so doing homework with friends or discussing assignments is difficult. In the end, many view themselves as losers and simply stop trying.

An innovative education program in Westminster, Colo., known as the Classroom Team Approach, is turning these losers into winners.

The Classroom Team Approach provides individualized help in the language arts to children right in the regular classroom. Eight schools in the area are using the approach, and some 560 children in grades 1-6 are benefiting from it.

During the daily language arts period, each child who is having difficulty in reading receives 20 minutes of regular reading instruction from his classroom teacher, 20 minutes of supplementary instruction from a reading specialist, 20 minutes of writing instruction, and 20 minutes of recreational reading, supervised by an aide.

Children in groups of six to eight rotate from teacher to teacher, from skill to skill. In this way, 24 to 32 children are able to receive individual instruction during the 80-minute period. Yet they stay in the same classroom and work with the same curriculum as their classmates (though the materials are somewhat modified).

"The important thing about this program is that it is consistent," says Sally Case, program coordinator. "Each child gets individual help in reading and writing every day, so he gets immediate satisfaction and can build new skills on old ones."

To individualize materials to suit each child's needs and to fit them into regular classroom assignments, the team makes many of the lesson plans, worksheets, transparencies, instructional games, and recordings.

An important component of the team teaching approach is to encourage and reward good behavior. Lessons are kept short and assignments are made as interesting as possible, so the children's attention will not

stray. The students are always complimented for doing good work, for completing their assignments, or for paying attention. This behavior reinforcement may be verbal, or it may take the form of points, which can be traded later for privileges such as listening to a favorite record or reading a favorite story.

The children find the point system a real incentive. In fact, during a recent fire drill, one child actually wanted to run back into the building to retrieve his points record.

But points are only a passing measure of success. National achievement tests show that students participating in the Classroom Team Approach Project gain one month for every month of instruction--a real plus for youngsters who are 2 to 3 grade years behind in reading and writing skills.

# # #

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INTENSIVE READING INSTRUCTIONAL TEAM (IRIT)
Hartford, Conn.

"I like reading because it's fun," says 9-year-old Carol. "We have fun learning," adds one of her classmates.

It's hard to believe that the youngsters making these comments were having trouble reading just 10 weeks ago. But thanks to a laboratory project developed in Hartford, Conn., many third and some fourth graders deficient in basic reading and language skills are making significant gains--from 5 months to 17 months growth for just 10 weeks of participation in the program. And what's more, they enjoy their classes.

The project that made the difference is called Intensive Reading Instructional Teams (IRIT).

IRIT uses individualized instruction and an approach developed especially for each student based on his or her strengths and weaknesses. Here's how it works.

IRIT provides teams of three reading teachers, each specializing in a different area of reading--decoding, vocabulary and comprehension, or individualized reading. Students move from teacher to teacher, from one area of concentration to the next, at hourly intervals--3 hours a day, 5 days a week, for 10 weeks.

In the hour-long decoding session, students concentrate on basic phonics--putting words together from sounds. In vocabulary and comprehension, students learn to get meaning out of complete sentences and paragraphs.

These two components are then united in the individualized reading session, where students select and read whatever books they like and then discuss them with the teacher. In this way the youngsters develop general language skills and a desire to read.

Students who participate in the program are nominated by their classroom teachers and their school principal, but are selected by the IRIT teacher. Each team works with 45 students in three 10-week cycles, or 135 students per year.

The exact teaching procedure used for each student in each class depends on the student's needs and the judgment of the teacher. In fact, the teacher--and the individualized approach--are the keys to the success of IRIT.

The program has expanded from Hartford, Conn., to school districts from New York to Oklahoma.

# # #

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TITLE I READING CENTER PROGRAM
Fort Lauderdale, Fla.

In Fort Lauderdale, Fla., there's a reading "hospital" for those who don't read very well. Grade school youngsters who score low on standardized tests come here to have their problems diagnosed, a remedy prescribed, and treatment applied.

Actually, the hospital is the Title I Reading Center. Staffed by 25 reading specialists and 12 paraprofessionals, the center offers help to disadvantaged youngsters unable to cope with the printed word.

The children are tested to find out what their weaknesses are and what can be done to overcome them. Individualized prescribed instruction follows. And before the year is out, most of the youngsters are back in their regular classrooms and doing well.

The children are bused to the center each day for 45 minutes of specialized instruction. They come from some 20 schools scattered throughout the city, but none more than 15 minutes away.

Parents must give permission for their children to attend. Invariably they do, because Title I parents consider reading the chief priority in education today.

In fact, parents form the backbone of the program. They serve on advisory councils and are involved in all its activities.

Parents are frequently seen at the reading center, talking with the teachers or sitting with their children in the teaching-learning area. They also play a large part in motivating the children. And that's perhaps the most important part of all.

"If you can get these kids to really believe they can learn to read, you've got it made," says Louise Sears, project director.

One way the center does this is through skills progression charts.

"Children like to see where they were, where they are now, and where they are going," Mrs. Sears says.

The charts make it possible for them to know how well they are doing. Each time they master a reading skill--have learned, for example, short vowels, diagraphs, prefixes and suffixes--a block is colored. They can actually see--in a rainbow of colors--that they have learned.

But there is always a small hard core who are not challenged by such things as progression charts. These children actually defy instruction. "You have to show these youngsters that you really believe in them and that they are better than they think they are," Mrs. Sears emphasized.

"You can't fake it either," she adds. "These kids are smart. They need to be shown that their teachers really care and are willing to put out the work, time, and patience it takes to teach them to read.

"They need more than success marked on a chart. They need an actual reward for finishing work, for trying very hard, or for general good behavior so that not only they can learn but those around them have an opportunity to learn as well."

At the center these children get happy and sad faces--pieces of paper that indicate whether or not the teacher is pleased with their performance. A sad face is usually followed by a smiling face the next day, because these children, too, want teacher approval.

How well does all of this work? "Very well," says Mrs. Sears. "Our children gain, on the average, about 2 months for each month of instruction."

Indeed, the program has worked so well that 75 elementary and 19 middle school principals in Broward County have shown an interest in the teaching techniques of the center, and 80 county teachers who conduct specialized reading courses for first and second grade children have gone through the center's training program.

# # #

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FLORIDA MIGRANT LANGUAGE ARTS TUTORIAL PROGRAM
South and Central Florida

The first grade teacher was telling a story.

"The big black bear opened an eye and looked around. Then he opened his other eye, stretched and yawned. He had been asleep all winter and was now very . . ."

"Hungry," interrupted 6-year-old Tyrone, as he continued the story. "The bear came out of his cave and the first thing he saw was a little boy walking in the woods."

"But bears don't like to eat little boys. They like berries," added Lisa.

And so it went--from child to child. And as the story unfolded the children learned to think, to improvise, and to speak in fully developed sentences.

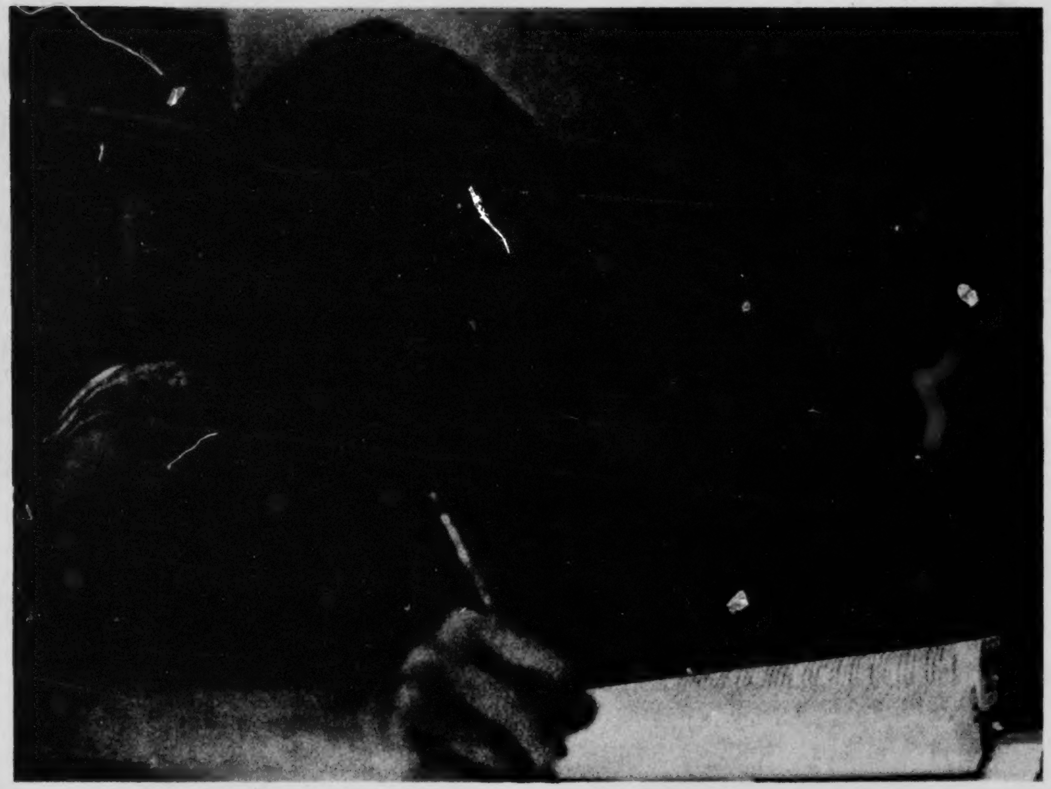
These are migrant boys and girls who live in south and central Florida 7 months of the year while their parents harvest the sugar cane and citrus crops, the tomatoes, cabbage, lettuce, and celery. They are participating in a special tutorial program in the language arts.

Begun in 1971 in Broward County for use in the early primary grades, the program is now operating in both elementary and high schools in 26 school districts throughout the State. More than 13,000 children are being helped. Most are from 2 to 3 years below grade level in reading.

"But any migrant child with a special need can be pulled into the program for a few days or a week," adds Louis Marsh, regional program consultant in Sarasota. "Most children, however, remain the entire time they are in the school."

The Florida Migrant Language Arts Tutorial Program is a pull-out program. It takes children out of the regular classroom for an hour each day so they can get extra remedial aid. Classes are conducted wherever there's room--in an unused classroom, a trailer parked in the school yard, even in storage areas.

"In fact," Marsh says, "one principal actually gave up his office for use as an instructional center, and he moved into the storage room. That's how important the staff considers the program."



And it's the staff, Marsh says, that makes the program really effective. All are dedicated teachers, people who care about these children and want to help them.

In the instructional center a teacher or professional is able to provide 20 minutes of individual attention to each child each day. Trained paraprofessionals come from the community. Preferably they are migrant parents or relatives of the children. But they may be housewives, senior citizens, or young adults who are working toward college degrees.

Each paraprofessional works with 15 students a day, three students at a time. They are supervised by a tutorial teacher who, in turn, receives direction from the county reading supervisor. Regional language arts consultants are maintained in Sarasota, Orlando, and Fort Lauderdale.

All of this individual attention and special focus on individual problems have resulted in dramatic reading gains. The average migrant child seldom moves ahead more than 0.7 months a year. These children show 1.5 months gain for every month's instruction.

This is outstanding, considering that Spanish is the predominant language of at least 40 percent of the youngsters.

Teachers start to work on the oral language development of Spanish-speaking children as soon as they are enrolled in the program so they can start reading English as quickly as possible.

"We do this at whatever grade level the child may be in," says Marsh. "If the child is totally non-English-speaking, the instruction may last as long as a year."

A variety of enrichment activities also improve the reading skills of the migrant children, whether they be Spanish-speaking or English-speaking.

There are filmstrips to get discussions going and to interest them in stories and books. Cassettes enable the child to listen to the text as he reads it. And there are games made by the teachers and tutors. Simple things like word bingo. Instead of numbers, the bingo boards may have an initial consonant on each square. The child must think of a word that begins with this consonant before he can claim it.

Parcheesi is also converted into a word game. A throw of the die determines the number of spaces the child can move his marker. But before he can advance, the child must read the word on that space. If he can't, he has to move back three spaces. The word is then told to him so he will know it next time. And if he's clever, he'll learn the words from those who go ahead of him.

A language master, a machine that speaks from magnetic tapes, offers further assistance. The child inserts a card on which the teacher has placed the lesson. He listens to what it says and then responds.

Recently, Jerry, a second grader in Lake Placid Elementary School, was listening to his teacher's recording of various study words--words she then put into sentences. Suddenly his face lit up and he exclaimed, "What did she say?" He couldn't believe his ears. The teacher had carefully pronounced the work "like." Jerry had repeated it and the teacher then used it in a sentence.

The sentence that delighted Jerry was "I like you, Jerry." It had personalized the lesson for him, and he knew that she really cared and wanted to help him learn.

# # #

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READING LABORATORIES
Albany, Ga.

In Albany, Ga., Mary Ann burst into tears when she found she could no longer attend the Title I reading laboratory. Her parents were disturbed, too, and came to school to complain. In another school a teacher vowed she'd quit if [illegible] elsewhere in the school system.

The reading labs--which [illegible] periods a day, 5 days a week, in 16 Albany schools--take [illegible] achievers and turn them into successful readers. [illegible] in less than 3 1/2 months for each year's instruction [illegible] labs they are gaining nearly a year and 4 months.

The magic touch [illegible] is what educators call "individualized prescription instruction."

In plain English, it means that each child is tested thoroughly to find out what his or her weaknesses are. A lesson plan is then developed to provide the help needed to overcome these weaknesses--and the teacher gives special individual help to accomplish this.

Take Joe, a third grader, who goes to the lab between 9 and 10 each morning. Joe was selected for the program because he was virtually a nonreader.

In addition to his usual reading class in his regular classroom, Joe now gets an extra hour of help in the lab. Each day he picks up his "prescription," gathers whatever materials he needs to do the assignment, and goes immediately to work.

Usually, he has three tasks, each mutually supportive of the others. Say he is doing a study of sounds--learning the "eh" sound in such words as bed and head.

His first assignment is to recognize the sound. Though he works primarily alone, he has only to raise his hand to get help from the teacher or paraprofessional in the lab.

When he has mastered his decoding assignment, Joe will move to a machine called the language master. His second task will be to read into the machine a sentence containing words with the "eh" sound. Then he listens to what he has read and compares it to the sentence previously recorded by his teacher.

A third task might be to develop a special skill, such as finding words that rhyme because they have the "eh" sound--the "e" in bed, the "ea" in head, or the "ai" in said.

Joe also has a chance to check out books to take home. And if he's done an especially good job that day, he may be one of the several children to receive a Happy-Gram. A Happy-Gram is a telegram that the teacher writes to his parents, telling them their child did something very special that day. It may be nothing more than completing an assignment--but an accomplishment for that particular child.

In all there are 23 reading labs in Albany with 80 to 120 children attending each lab. They are located in 12 public elementary and 3 junior high schools plus 1 private school.

No teacher has more than 20 students per period. And along with each teacher there is a paraprofessional who has had a minimum of 1 year of college and participates in an ongoing training program throughout the year with the teacher.

Together, this combination of teacher and paraprofessional working with individualized lesson plans has produced not only high reading scores but happy children.

"In terms of happy children," wrote one evaluator for the National Institute of Education, "this program is priceless. The children do succeed and they are made happy by realizing that they can succeed. Many children literally go from failure to success in 1 year or less."

# # #

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READING/ENGLISH ROTATION PROJECT
Thomson, Ga.

Daisy is 13 years old. She's a seventh grader at Norris Junior High School in Thomson, Ga. And like so many youngsters of her generation, she can't read.

But unlike many other children in many other parts of the country, Daisy is getting special help to improve her reading skills. She is participating in an outstandingly successful reading project.

Every day Daisy spends 110 minutes in what is called the Reading/English Rotation Project. She is but one of 60 youngsters ranking in the bottom of their class in reading and language skills who have been selected for this program.

Norris Junior High teachers found that low achievers benefit from a rearrangement of the regular classroom pattern. By placing English and reading classes back to back the children get a concentrated dose of language skills each day. Instead of two 55 minute classes, they now have one long period. And instead of going to two classrooms, they go to three--each for 35 minutes.

Here's the setup.

One classroom is equipped as a reading skills lab; another for teaching basic grammar; a third as a developmental reading room where the children can pick their own books at whatever level they are reading.

The children rotate through these rooms in groups of 20, but within each room they are subgrouped in fours and sixes. Within the small groups individual attention is focused on the specific weaknesses of each child.

Work is first introduced by the teacher, then reinforced the next day by the paraprofessional in the classroom--a warm, concerned adult. These assistants may be parents, the librarian, a bus driver, a guidance counselor, a principal or a college kid home for the holidays--anyone who has a few moments and is willing to help.

"It works marvelously," say Marcelyn Hobbs, project director. "These children like to know someone really cares and wants to help them with their reading."

Mrs. Hobbs also points out that most of these children have little or no confidence in themselves.

"It's awfully hard to wipe out 6 years of failure," she says. "We spend a lot of time building self-confidence--telling the children they can do it."

And sometimes it takes a bit of reverse psychology. Mrs. Hobbs tells of the class that refused to work in the skills lab and spent little time in the reading area. Something had to be done.

The teacher decided to tell the kids they could not go to the reading center unless they EARNED the right. To earn it, they had to get five 100's in a row. The children began to show an interest in the classwork, and the teacher didn't grade them too harshly so they could all go to the reading area. It wasn't long before the book shelves were the most popular place in the room.

But were the children really reading?

The teacher next set up a sharing area with a big rocking chair in which sat an understanding adult. When each child finished a book, he or she came to the volunteer and recounted the story.

When one volunteer, a motherly woman in her sixties, asked Daisy if she liked her book, Daisy replied, "Yes, Ma'am. I ain't never read no book from cover to cover before."

And that, says Mrs. Hobbs, is what makes the project worthwhile.

# # #

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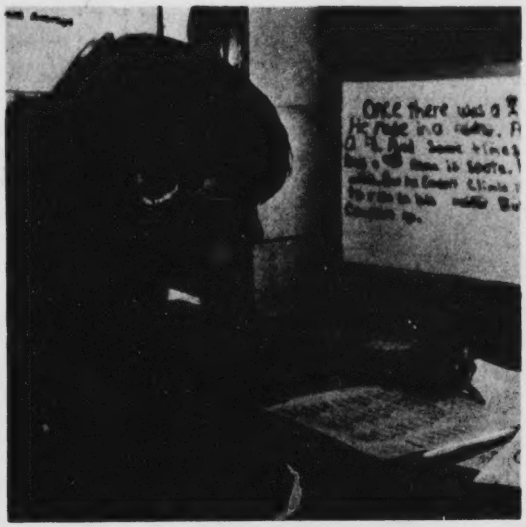

HAWAII READING PROJECT
Hilo, Hawaii

On the Big Island of Hawaii, the blue ocean, luaus, and baseball games are still more popular than libraries and school reading rooms.

But in recent years, the children of Hilo, Mountain View, Kau, and the Kona area are learning that there's fun, too, in reading.

Many of these children are from poor families. They have never been read to, never been encouraged to read, and speak a pidgin English. The easy-going lifestyle of the islands has kept them out-of-doors--fishing, swimming, surfing. Reading is simply not an integral part of their culture.

While these youngsters may not have the practice needed to become good readers, they are willing, cooperative, and have the ability to learn. Thirteen Title I reading resource rooms scattered across the Big Island are giving them this opportunity.

And the children are responding. Most Hawaiian children with this kind of background are lucky if they advance 1 month for every month of instruction. But children who attend the Hawaii reading resource rooms are gaining 1 1/2 to 2 months. At almost every school, you can find a child who has gained 3 years in a year. In a few instances, a child may gain as many as 5 grade levels in a single year.

The program provides supplementary reading practice for those who need it. Usually, the students fall in the lower 25 percentile of the national norms. They are in grades 2 through 7, but functioning 2 or more grades below level.

Students are selected by their teachers with the approval of their parents. Such approval is imperative because parents play a key role in the learning process.

"We find if the parents come out and support the child, the child will do well," says Don Manalili, Title I coordinator.

In this project, parents do more than offer support. They actually reinforce the learning that takes place in the reading resource rooms. Mothers and fathers work with the children evenings, correcting spelling errors and explaining sentence structure. If the child does something especially good, the parents write a note to the teacher. They also sign all homework assignments.

In the resource rooms, each child is given an individualized instruction schedule and works independently in groups of no more than 5 or 10. The teacher offers assistance when needed, checks to see how the work is progressing, and then spends 10 minutes with each child evaluating his or her work and making the next assignments.

Children develop skills in spelling, comprehension, decoding. They work with flash cards, language machines, tape recorders, and cassettes. And because fun and games are so much a part of the Hawaiian culture, these are also used to keep them interested in reading.

One popular game is "Go Fish" in which a child deals cards with letters indicating different sounds. Then each takes a turn asking the other for cards by making the sound of the letter on the card they want. For example, by making the "d" sound and using it in an example--"dog." Three cards of the same sound make a book, and whoever has the most books at the end of the period wins the game.

A finished assignment or work well done may earn the children a bit of free time--to play other reading games or to select a special book for a quiet reading period.

Students also have an opportunity to earn points for completed work and good behavior, for accuracy and attendance. These points can be used to buy bean bags, games, purses, badges, and posters made by the parents. Sometimes there is candy on sale or a popular record.

The idea is to make reading fun for these students who have not previously associated it with pleasure and success.

As Manalili explains, "It's good to get the children away from their regular classroom where the competition may be too keen. Receiving personalized instruction and counseling, using the machines, and playing reading games--all provide a good framework for overcoming reading problems."

But the Hawaii program is not only for reading. It also works with children who have trouble with math and the many problems encountered in multiplication, division, and fractions. Here, too, it has proven successful. One girl, whose teachers predicted she wouldn't be able to make it in math, came to the center, rallied, and now in high school is getting all A's and B's.

The same kind of success stories can be found throughout the Big Island. In fact, Keaukaha Elementary School, where the Hawaii Reading

Project began, reports that it used to be easy to find 150 kids who qualified for remedial reading and math. "Not so any longer," says Manalili. "We have a hard time finding 75 eligible students. The program has made that much of a difference."

# # #

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CHILD-PARENT CENTERS
Chicago, Ill.

When Federal aid to elementary and secondary education began late in the 1964-65 school year, the Chicago Board of Education turned its attention toward understanding the attitudes of parents. It wanted to know who the parents of disadvantaged children were and how they felt about their children's activities in school.

The outcome of this study--of families who lived in a low-income housing project and whose children attended the John Farren Elementary School--was a Child-Parent Center.

It was among the first such centers in the United States. Since it opened in 1967 it has been used as a model for other school districts.

What is Chicago's formula for success?

"Parent involvement," says Mrs. Velma Thomas, project director. "The Child-Parent Centers recognize that the parent is the child's first teacher and that home environment and parent attitude toward school influence a child's academic success.

"Without the parents there would be no success," she says.

Parents are asked to commit 2 days a month to center activities. If they work, there are evening meetings they can attend. If this is still a hardship, "perhaps a grandparent can represent the family," Mrs. Thomas says.

Parents participate as teacher aides, school-community representatives, tutors, core-group teachers, and as students in improving their own basic education.

Each center has a parent-development teacher who helps parents understand how children grow mentally and physically. The parents also learn how to support the school program through home activities involving games and toys, child conversation, reading to a child, and following up on school trips.

Community aides visit homes to inform other parents of the center's program, to explain their children's needs, and to urge their active participation.

Most of the centers are a series of portable classrooms joined by breezeways. All are on school property.

Each center provides a locally planned curriculum for its children. But all curriculums involve reading, parent involvement, an emphasis on speaking and listening skills, and early identification of learning problems and physical disabilities. It is the latter that helps to individualize programs to meet each child's special needs.

The Parent-Child Center program has been so successful with Chicago's children, parents, and teachers that there are now 24 of them serving 4,400 children. And, according to Mrs. Thomas, many parents and children who wish to participate have to be turned away because of a lack of space.

# # #

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PROJECT CONQUEST
East St. Louis, Ill.

It was still 4 months till May. But remedial reading children in East St. Louis, Ill., were counting the days. And each was hoping that he or she would be among those to get a special award for improved reading skills.

Last year 223 children reached grade level and another 121 came within a month of it. In addition, some 300 youngsters received perfect attendance awards--and this in a group of children who used to hate to come to school.

Award Day marks the annual completion of Project Conquest--a highly successful education program that is turning nonreaders into readers and poor readers into good readers.

Many of the children enter Conquest reading two, three, or four grades below grade level. But through concentrated attention and individual help, they are able to catch up with their classmates.

Conquest operates in 20 East St. Louis elementary schools, 2 parochial and 4 junior high schools. About 1,500 children are involved. Basically, Conquest is for children from low-income homes who are having trouble reading, and mostly it's in the lower grades.

The program uses a straightforward approach to learning. It offers children a chance to succeed--something that hasn't happened in their regular classroom. Each child begins reading, not at his grade level or even at the level at which he has tested, but 1 year below his ability. So he attains immediate success. From the start, he likes Conquest and wants to move on.

It works like this. The children are thoroughly tested to determine their reading weaknesses. They also are screened for hearing, visual, and other physical conditions that might handicap their learning. Then, if the problem is physical, they are sent to a doctor; if it is a learning problem, a special teaching technique is tailor-made to their individual needs.

More than 85 reading materials--teaching machines, books at various reading levels, games, earphones, reading-pacers, and so forth--are used. Basal readers, however, are taboo, because they stand as a symbol of past failures in the classroom.

Two things make Conquest instruction different from that of other reading projects. The first is the use of study carrels. Each student has his own carrel with his name on it. Here he or she can work independently, unbothered by the activities of the other students.

The other unusual feature is the way programed reading materials are used. Many teachers have their students start with programed reading each day. This allows the child to begin work immediately without help from the teacher. It also provides continuity and a sense of direction.

Children daily receive 45 to 50 minutes of instruction. They attend classes 4 and a half days each week with Friday afternoons reserved for teacher training.

To end the week on an up note, Thursday afternoon and Friday morning are devoted to instructional games. The children work crossword puzzles and play Password and Scrabble. Or the game might be Spider, in which one pupil is the "spider" who tries to catch the "flies" by reading the cards held by the other pupils. Or Go Together, which involves matching word cards in one stack with cards in another.

As a result of all this activity and special attention by teachers, clinicians, and aides--plus the broad variety of teaching materials and techniques--Conquest children have shown significantly greater gains in reading than those who do not receive this extra help. In grades 1 through 3, scores average 5.8 months per year greater. In grade 4, the Conquest children gain 5.4 months above the other children; in grade 5, about 7.8 months; and in grade 6 the improvement is 7.5 months more.

# # #

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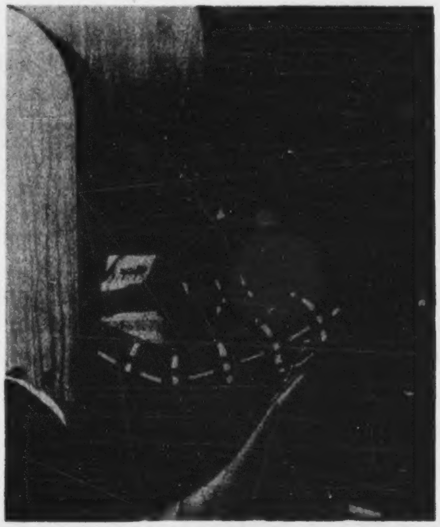

EARLY PREVENTION OF SCHOOL FAILURE--MIGRANT PROGRAM
Peotone, Ill.

The elusive gingerbread man is helping 5-year-olds in Rockdale, Ill., develop the language skills they will need in the primary grades. And though he leads them a merry chase, they always catch him.

"The Gingerbread Man" is one of the favorite stories in June McNair's prekindergarten class in Rockdale Elementary School. Mrs. McNair finds it--and similar stories--particularly effective in teaching Spanish-speaking children.

These children listen to the story as recorded by a Chicano mother. They then retell it in that language. Mrs. McNair follows with the story in English, and the children listen to it over and over until they can retell it in English.

To add zest to the story, the children make their own gingerbread man, which they pop into the cafeteria oven on their way outside to play.

But when they come back the gingerbread man is gone. Instead, there's a note which reads: "Run, run as fast as you can. You can't catch me. I'm the gingerbread man." The children go from room to room in pursuit of the runaway gingerbread man. In the end, they find him back in the oven, and he's taken to the classroom and devoured.

Fun things like this make the Rockdale School a happy place for these young Chicano children who otherwise might consider it a formidable institution filled with adults who speak a language they cannot understand or understand poorly.

The early childhood program--which seeks to prevent school failure for migrant children--was designed by Luceille Werner of Peotone. It is helping 400 children in 13 migrant sites across the State.

Each fall, 5-year-olds are screened to find out their style of learning and their special needs. Then a wide variety of game-like activities are used to help them. For example, gross motor skills are developed through hopping, jumping, skipping; auditory skills through listening to stories; language development through story telling; and fine motor skills through the use of pencils and crayons.

"The highly demanding work of learning to read and write requires many prior skills," Mrs. Werner explains. "The migrant child is often introduced to too many formal aspects of reading and writing before he has developed these skills. And when he's instructed out of harmony with his developmental timetable, he fails."

According to Mrs. Werner, children who speak a language other than English are often pegged as slow learners. This is not necessarily true. In fact, many of the migrant children are very bright.

Take Chano. At age 5 he spoke so poorly that in his native Spanish he ranked only in the 26th percentile. A year later, with special attention provided in Mrs. McNair's class, Chano was up to the 97th percentile. And in English, a language he had never spoken before, he was at the 36th percentile--10 points better than his initial Spanish score.

Also, when he entered the program, Chano had trouble holding a pencil. His writing was light and shaky. But he had one big plus in his favor. He had good visual perception. He could look at a horizontal or vertical line, a circle, a square and recognize the differences. Good visual perception makes learning to write and read much easier, because from vertical and horizontal lines come letters--and words.

By the time he had finished kindergarten, Chano's visual perception had risen to 7 years, 4 months. He had improved his speaking and writing abilities, and he was ready to go.

Much of his success can be attributed to Mrs. Werner's method of teaching. Children learn, she believes, by repetition. That's why Chano and his classmates listen to "The Gingerbread Man" over and over in both Spanish and English, and learn their letters and numbers by constant repetition.

Ms. Werner explains how it works. "Say the child is learning to recognize the "b" in ball. He jumps on stepping stones marked with a "b." He sings it; he claps it; he draws "b's" in the air, in the sand, on the chalk board--until he knows a "b" if it is green, blue or red, small or large; until it becomes an integral part of his whole being."

This method, which calls all of the senses into play and which combines learning with fun, has proven highly successful with migrant children in Illinois. It has worked so well in fact that it has been copied at 14 sites in Indiana and others in Ohio, Michigan, and Minnesota.

# # #

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PREDICT-I
Cedar Rapids, Iowa

"Johnny, will you please put three plates on the table."

"Sally, please put your cat's dish on the floor. Put it under the chair."

Sounds like everyday talk in any home with young children? Perhaps. But these are parents--mothers and fathers--asking their children to do little jobs that teach them the meaning of such troublesome words as "on" and "off," "over" and "under."

They are the parents of 4-year-olds in Cedar Rapids, Iowa, who through a unique education program have learned how to turn everyday activities into learning games for their children.

The program, which began in the 1971-72 academic year, operates in three schools--Van Buren, Harrison, and Polk.

Early in August, all parents living in the vicinity of these schools are invited to have their 4-year-olds tested. A letter of congratulations--"You are doing a fine job with your child; keep up the good work"--goes to the parents of children who test at or above average development.

Children who show a developmental lag in any area are eligible for a special program designed to make them more successful when they enter kindergarten.

All sorts of services are offered in the Cedar Rapids prekindergarten program. For children who have a speech problem, there is a speech pathologist. For children who need a little extra academic help, there are teachers and aides who offer individual instruction. And for children who can't speak English, there also is help. Dani came with his parents from Lebanon and could speak only Arabic when he entered the program. But with a little special tutoring, he is now almost up to the speaking level of the other children.

In addition, a nurse works with the children. She points up the importance of cleanliness and helps the children develop good health habits. She also visits the home of each child and encourages mothers to telephone her whenever they need help with family health problems.

The nurse also brings health lessons into many of the other activities. For example, when the youngsters help prepare food, the nurse instructs them in washing their hands before they begin. As a chocolate cake is passed around before it goes into the oven, a little girl who tries to stick her finger into the batter for a quick taste is reminded of the germs she saw under the microscope.

But whatever the activity--cake baking, field trips, or storytime--the focus is on interaction. This, the staff believes, is a vital part of the training. They place strong emphasis on the total child--teaching youngsters to get along with other people and share in activities with family and friends.

A child who has trouble adjusting to a group situation and distracts the other children is asked to sit in the "thinking chair" until he is ready to come back to the group. When he does return, the other children always cheerfully welcome him back.

This kind of interaction in the school setting makes Predict-I the success it is. It also makes the Predict-I child a success--in kindergarten and in the grades that follow.

# # #

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CORRECTIVE READING PROGRAM
Wichita, Kans.

Can you imagine walking all through a school where there is almost complete quiet, little or no movement, and everyone is reading a book, a magazine, a newspaper, or some kind of publication? Not only are all students reading but so are the teachers, teacher aides, the principal, office staff, the janitors, and cafeteria workers.

It happens about 3 days a week in 12 elementary schools and several secondary schools in Wichita, Kans. During a Sustained Silent Reading Period, which lasts anywhere from 10 to 30 minutes, everyone in these schools reads--something from home, from the library or classroom materials. Whatever they like.

The idea, of course, is to encourage reading for pleasure as well as for classroom assignments. And it's working. Almost everyone looks forward to the silent reading periods--and that goes for the school personnel as well as the students.

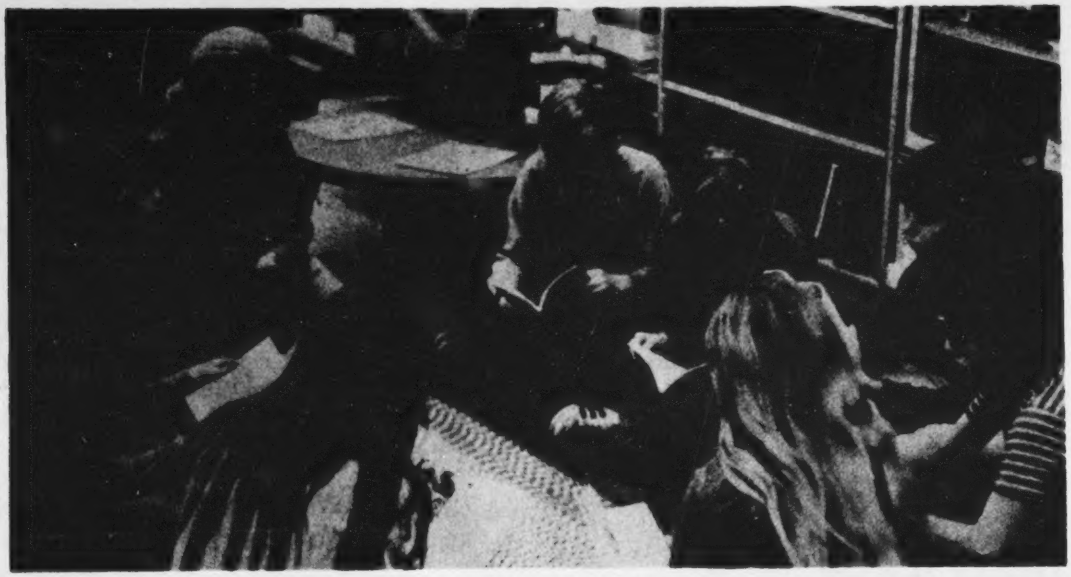
Students in 19 elementary schools also have a chance to earn a book. This project seeks to encourage children to read and develop their own libraries. Books are purchased with Parent Teacher Association funds and other community resource monies. Students receive a book of their own for every six books they read.

But if the student is a slow reader, this is taken into consideration. These students may receive one book for every one they read, because the task is harder for them.

Some schools have given out more than 1,000 books under this project.

These innovative activities are part of Wichita's city-wide Corrective Reading Program, which seeks to improve the reading skills of elementary school children with reading deficiencies. Specifically, the program goals are to improve the reading level, vocabulary, and comprehension of students who have serious reading problems.

In reading centers located in each of the 19 Title I elementary schools, 56 special reading teachers provide instruction and assistance to students in grades 2 through 6. Helping them are 20 teacher aides and a number of volunteers.



Through an "extended service" plan, reading assistance also is provided to eligible students who attend the city's other 58 public elementary and 6 parochial elementary schools.

Students are pretested so that they can be given concentrated, individualized attention in attacking their reading problems. In many cases they are given one-to-one help.

The students are later posttested to see how successful these efforts have been. Gains in reading achievement, vocabulary, and comprehension average 1.3 months for each month of instruction.

Although there are many factors contributing to the success of the program, key among them is the fact that the parents are involved in almost all aspects of the reading improvement program. Another big help is a Youth Tutoring Youth Project for seniors in the city's six high schools.

Wichita's Corrective Reading Program shows how by working together a school system and a community can make good readers out of poor readers.

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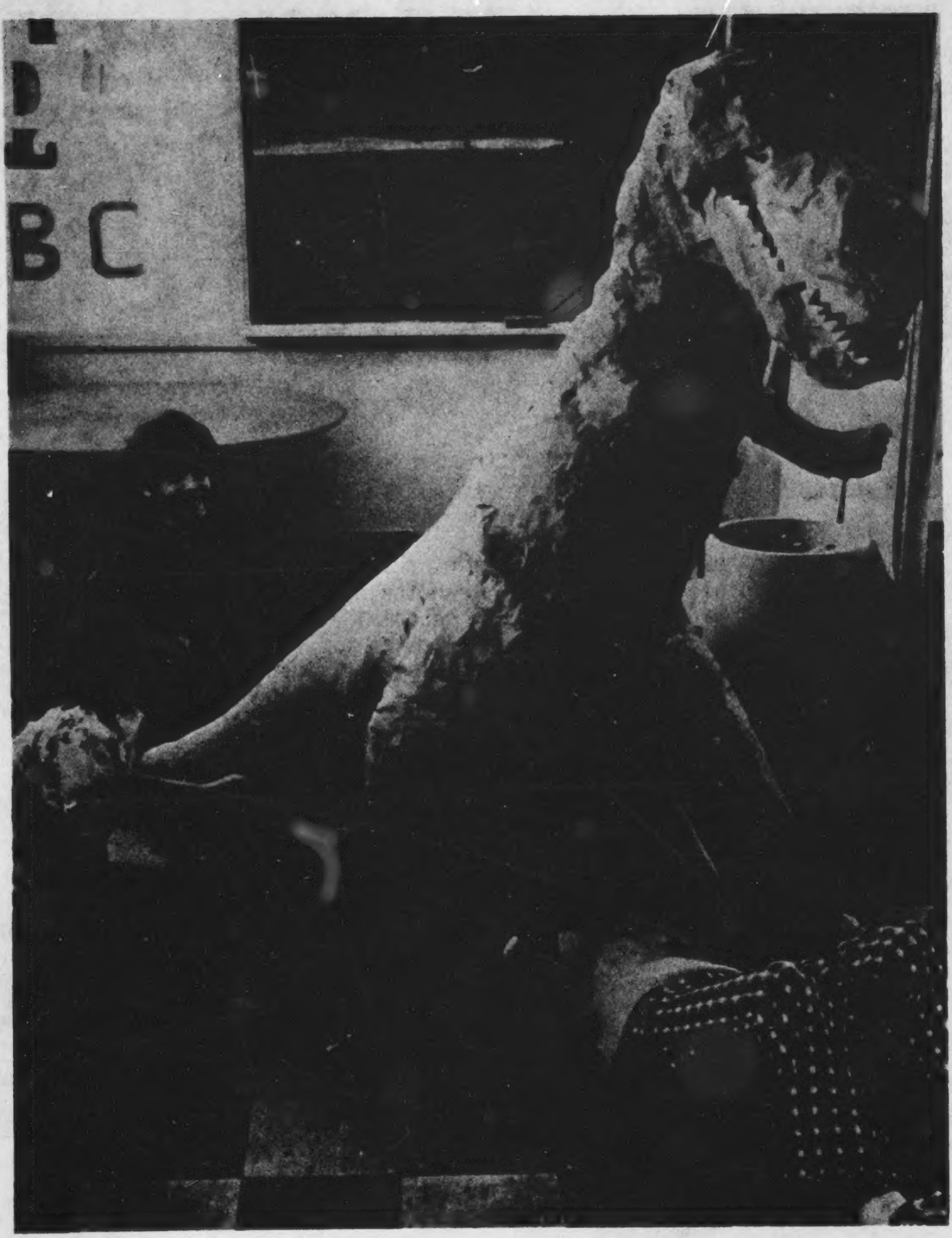
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PROJECT UNDERSTAND
Arlington, Mass.

When a 6-foot talking dinosaur, a game of Password, and a student-run newspaper get together in Arlington, Mass., children learn the three R's and other important skills as well.

In Project Understand, each of these techniques helps children acquire fundamental skills they lack. By constructing a papier-mache dinosaur and giving it a tape recorder voice, they complete a task from start to finish. By playing Password, they develop language abilities. By running a newspaper, they see results of their contribution to a group effort.

The program serves 205 students in five elementary schools. Each school has a center where the participating students spend 30 to 40 minutes, 3 to 5 days a week. The only admission criteria is that the students have scored below the 50th percentile in reading and language tests.

Kindergarten through fourth graders who need assistance in reading, language, and math receive individualized instruction in an informal relaxed atmosphere outside the regular classroom. For some children, such help has meant test results boasting as much as a 1.3 month gain in reading and language skills for each month of attendance.

Project teachers, parents, and regular classroom teachers meet periodically to discuss the areas in which each child can use help. Then they set up specific activities to assist the child, while at the same time encouraging his or her strong points. A student who has become proficient in language skills, for example, may be asked to tutor classmates.

In addition to using phonetic and programed readers and reading games, teachers draw from creative writing activities, plays, and special projects. They also balance working with small groups with individual instruction.

But more than providing help in the conventional "survival skills" of learning the three R's, the project tries to instill in the children a positive attitude toward themselves as students. Because, for many of them, the most serious impediment is their outlook on learning.

As former project director Tim Wilson noted, "In the beginning, the students are discouraged. They need to feel a sense of accomplishment as much as they need to develop basic learning skills." That is why teachers pay close attention to each child's progress. When a skill is mastered, the child's achievement is recognized and a new task is assigned, commensurate with ability.

Wilson pointed to projects, like the newspaper and the dinosaur, as especially valuable in giving the children purpose. "When the students see they can run a newspaper, it is not long before they see they can also strengthen their reading and language skills," he said.

Another important goal of the project is to bring the child's educational program closer to the parents. It is hoped that if parents better understand their child's attitudes and experiences, a sense of cooperation and understanding will be fostered between home and school life. Parents also serve as part-time tutors to augment the 10-teacher and volunteer staff. In addition, there is a Parent Advisory Council, and parents participate in workshops, conferences, and open houses.

In Project Understand, students are not only building dinosaurs, they are also building ways to help themselves.

# # #

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REMEDIAL READING PROGRAM
Clarkston, Mich.

Jan, a second grader in the Clarkston, Mich., Remedial Reading Program, was assigned to read three pages. But Jan thought she could read ten.

"Okay," said her teacher. "If you think you can do it, go ahead."

So Jan did--and earned a superstar.

Such conversations--and assignments--are not unusual in this unique program that has won national attention because of its success in teaching children to read.

The program operates in five Clarkston elementary schools. It involves some 175 children a year and eight teachers working full- and part-time.

The remedial reading experience happens twice a week. The child leaves his regular classroom and goes to a special area where he and one other child work closely with a reading teacher.

The place may be a blocked-off corner at the end of a hallway, a partitioned area in another classroom, or, as once was the case in a particularly crowded school, in a storage closet filled with groceries.

The place is not important. It's what goes on there that makes the difference.

As the two youngsters enter the makeshift room, each receives a folder containing his work. On top is a job sheet, prepared earlier by the teacher, which tells each child exactly what he is to do that day.

There are usually six tasks to be done. Three are tasks on which the child will work with the teacher; three are independent tasks he will do alone. During the 45-minute session, the teacher alternates between the two students, helping one and then the other.

The teachers use what is called an eclectic approach. In layman's language, this means a variety of techniques are used to attack language problems. In each instance, however, the teacher zeroes in on the particular needs of each child. Pretesting has spotted the problem areas, and remedial activities now focus on erasing the difficulties.

Happily, the children are caught early. They are second and third graders for whom failure is something new and the urge to learn is strong.

Because nothing succeeds like success, the child gets an immediate reaction from the teacher. As he completes each assignment, he puts a gummed star on his paper to indicate completion.

At the end of each remedial period, the child counts up his stars, and for each one he gets a candy M and M. For breaking his own record, for getting all the words right, or for earning 100 percent on a test, he can earn superstars. Superstars buy bubble gum or something very special.

Teachers find food treats are especially important incentives to young children. But as the children progress, the candy rewards are gradually withdrawn. Stars are still accumulated, but now a larger number are needed for a reward, 25 or perhaps 50. And the reward is no longer candy. Instead, the child is allowed to go to a treasure chest to pick out a book or toy.

Thus, with a novel approach to learning, with warm, interested tutors, and individualized instruction, Clarkston children are finding success in reading. They have increased noticeably their ability to recognize words and to understand what they read.

The program has proved so effective that Michigan has provided extra funding for disseminating information about the project to other school systems throughout the State.

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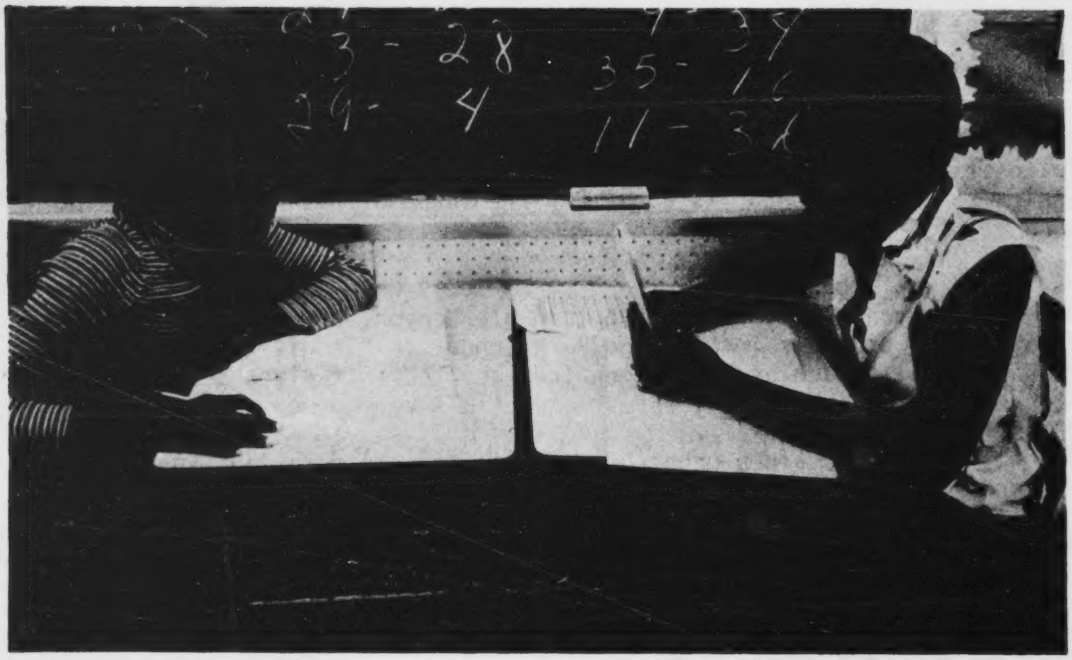

HIGH INTENSITY TUTORING (HIT)
Highland Park, Mich.

A program in which kids tutor kids is a big HIT in the Highland Park, Mich., public schools.

In fact, the High Intensity Tutoring (HIT) Centers have gone over so big that they are being copied by other school districts across the Nation.

HIT Centers provide individualized instruction to enhance the reading and mathematics skills of sixth, seventh, and eighth graders who have fallen behind a year or more.

Once they get into the program, the youngsters make rapid progress. Latest test results show that in a single year 70 percent of the kids tested gained 1.5 years or better in reading, and 54 percent gained 1.5 years or better in math skills. Another 28 percent gained between a year and a year and a half in reading, while nearly 10 percent more gained that much in math.

The tutoring that made these gains possible takes only 30 minutes a day. The first 10 minutes is devoted to quick drill in which the pupils read word lists aloud and use drill sheets and flash cards in math. The rest of the period is spent on programed reading and math workbooks.

The uniqueness of HIT is its high intensity and cross-age tutoring. HIT offers intense practice in basic skills rather than discussion, inquiry, or lectures.

Teachers recruit tutors from the seventh and eighth grades to work with sixth and some seventh graders. The teachers assign tutor-pupil pairs so that the tutor is about 2 years ahead of his pupil in reading and math.

"Many of the tutors in the program today were once under tutelage by another youngster," according to Mable Kenyon, director of personnel and special projects in Highland Park schools. "It gives the children a visible goal to achieve, and when they get there it gives them a great sense of pride. Their successes make us all very proud."

Teachers and aides unobtrusively monitor the tutoring, keep detailed records of the percentage of errors made by each pupil, and assign materials that can be completed with 90-94 percent accuracy. The better a pupil's progress, the harder the material becomes. The slower the progress, the easier the material.

Tutors never break the pace of a session with long explanations; neither do the teachers. The questions and answers keep flowing despite changes in activities. The pupils are even kept busy while the tutors select new materials.

HIT materials lend themselves to immediate and accurate correction. Tutors record responses as they are made and tell their pupils the right answers if the need arises.

Correct answers earn points, and HIT pupils can use these to "buy" such things as candy, fruit, and games. Each correct answer is good for a point which the children "save" in a bankbook. This gives them a chance to decide how to spend their savings--on a large or a small reward.

HIT teachers manage five sessions a day. The pupil-staff ratio is 8 to 1 in each center. The tutors attend three sessions a week, missing a different class in their own school schedules each time. However, they always complete the homework in the classes they have missed.

# # #

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NOMAD
Lawrence, Mich.

Each spring, Michigan fruit and vegetable growers begin to welcome back the migrant workers who will tie and hoe their grapes, cut their asparagus and--as the weather warms and the crops ripen--harvest other fruits and vegetables.

At the same time, school officials in Van Buren County are opening their doors to a new crop of migrant children. These youngsters will participate in an innovative education program called NOMAD, Needs and Objectives for Migrant Advancement and Development.

This program is already in operation for those children whose migrant parents stayed in the area throughout the winter and those others who have actually "settled out" in Van Buren County.

Begun in 1968, NOMAD reinforces what is taught in the regular classroom. Children work either independently or in small groups on whatever subjects in whatever areas they are having difficulty.

Ten teachers work with these children, and each has an aide, some of whom are bilingual. Aides come from the community. They are college students, housewives, the elderly. Each is paid according to the amount of his or her education. All are high school graduates, but some go on to college and end up back in the program as teachers.

Jose L. Sauceda has worked full-time as an aide since 1974. He went to school nights, graduated from college, and now works for the program as a full-time special service teacher.

This close relationship between teacher and pupil is important to the NOMAD program. Most of the children are in the elementary grades. To learn and profit from school, they need to be understood and loved, to be told--and to believe--that they can succeed.

Preschoolers spend a full day at the school, arriving at 8 a.m. for breakfast. Because most come from Spanish backgrounds, the meals they get at school--breakfast, lunch, and snacks--include refried beans, tortillas, enchilladas, and carne guisades--foods they know and get at home. And the snack served after naptime is always hearty because very often it is the last meal these youngsters will get that day.

NOMAD children also receive whatever medical attention they need, because a child who doesn't feel well doesn't learn well. To provide comprehensive health services to the migrant children, school officials meet each month with the county health agencies. By pooling and tapping these resources, Project NOMAD can provide its children with the medical help they need.

But because most of the migrants come for the summer only, the summer NOMAD programs which operate in Lawrence, Bangor, and Wayland are perhaps the most important. They bring the whole family together in recreational, social, and education programs.

Each year in late May, Guillermo Dominguez, a counselor, goes to the camps to find out what kinds of activities the migrants would like. Then from mid-June through the first week in August a mobile van moves from camp to camp offering evening programs.

Young people join their parents to learn English as a second language. There are cooking and sewing classes. And many fathers learn upholstery and furniture refinishing skills that might some day provide an extra income or full-time job should they decide to leave the fields.

And always there are recreational activities--baseball, archery, badminton, and the inevitable chalupa (bingo) which is featured at family nights once every 2 weeks.

Each summer an intermural baseball tourney draws great crowds. Camp vies against camp, and even the growers, their wives, and children join the teams.

At the end of each summer program, the first week in August, a fiesta is held and all the migrants in Van Buren County join in the fun. The children display the things they have made during the summer. They perform in skits and dances, model the clothes they have made, and serve the foods they have cooked. . . . a fitting end to a program that will begin again in the fall in the classrooms of the Van Buren County public schools.

# # #

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A CHANCE FOR EVERY CHILD
Warren, Mich.

It's no fun being in a classroom where you can't keep up with your classmates. But it's worse yet to be segregated--moved into a special class where everyone knows you are behind.

Happily, this doesn't happen in Warren, Mich. Slow learners in the Van Dyke Public Schools participate in a reading program called A Chance for Every Child, which keeps them in their regular classroom with their regular teacher.

Each fall, elementary students who are behind in reading are tested to determine their specific problems. Then a reading consultant helps the classroom teacher design an instructional program that will meet each student's needs.

Throughout the rest of the school year, the reading consultant and classroom teacher carefully watch each child's progress and adjust his or her program as necessary.

"What is unique about our reading project," says Director Kathryne Sowinski, "is that the child is kept in the regular classroom with the regular teacher. This minimizes much of the stigma attached to being a slow learner. It helps the child feel better about himself and as he feels better he learns more."

Recent statistics prove that A Chance for Every Child is helping children learn. Over the past 3 years, 52 percent of the students gained 1.5 years or more for every year in the program.

The project employs seven reading consultants who serve nine area elementary schools. Each consultant works with 10 to 12 teachers, helping them make decisions, devise lesson plans, and diagnose reading problems.

"We have one math consultant as well," says Mrs. Sowinski, "but he works only with new students. Most of our efforts are concentrated on reading."

A Chance for Every Child uses high interest materials that are instructional as well as fun--tape recorders, headphones, flash cards, and filmstrips. Some reading books are adorned with flashy colors or adolescent heroes, such as Evel Knievel.

Lessons are always kept short to hold the students' interest. Seldom are games or assignments carried over into another day.

But it is not the special materials or the gimmicks that make the program a success. Rather it is the way these materials are used and the individual teachers who use them.

Each regular teacher in the program helps 6 to 8 students who are having moderate to severe reading problems. As she works with the children and with the reading specialist, the teacher herself develops new skills.

"Most teachers were taught to reach the average student, not the genius or the slow achiever," says Mrs. Sowinski. "When a teacher gets a slow learner in her classroom, she often is not able to reach that child. She needs special skills--and she gets them with this program."

A Chance for Every Child has given new hope to many children with reading problems--and new training to their teachers. As Mrs. Sowinski puts it: "In other projects, when the money runs out or the children are gone, that's the end of the program. But in our program, the teachers retain their special training throughout their careers--and children benefit for years to come."

# # #

For further information:

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BASIC SKILLS IN READING (BASK)
Manchester, N.H.

"Bask" may mean taking it easy in a warm spot to a lot of people, but not to children in Manchester, N.H. To them it means learning how to read, and that can be hard work.

BASK (Basic Skills in Reading) gets children ready for reading and teaches skills such as phonics and comprehension. The BASK curriculum in the Manchester School System was designed specifically to meet the needs of its disadvantaged students in grades one through four.

Children in the program have handicaps that make it hard for them to keep up with school work. Few have enjoyed experiences that prepare people to learn; most live in the inner city. They tend to be ill or absent more often than their classmates; many have physical or emotional problems that can interfere with learning. Some don't behave as well as they could. Typically, first graders tested out at early kindergarten or even preschool levels and older students at well below grade level.

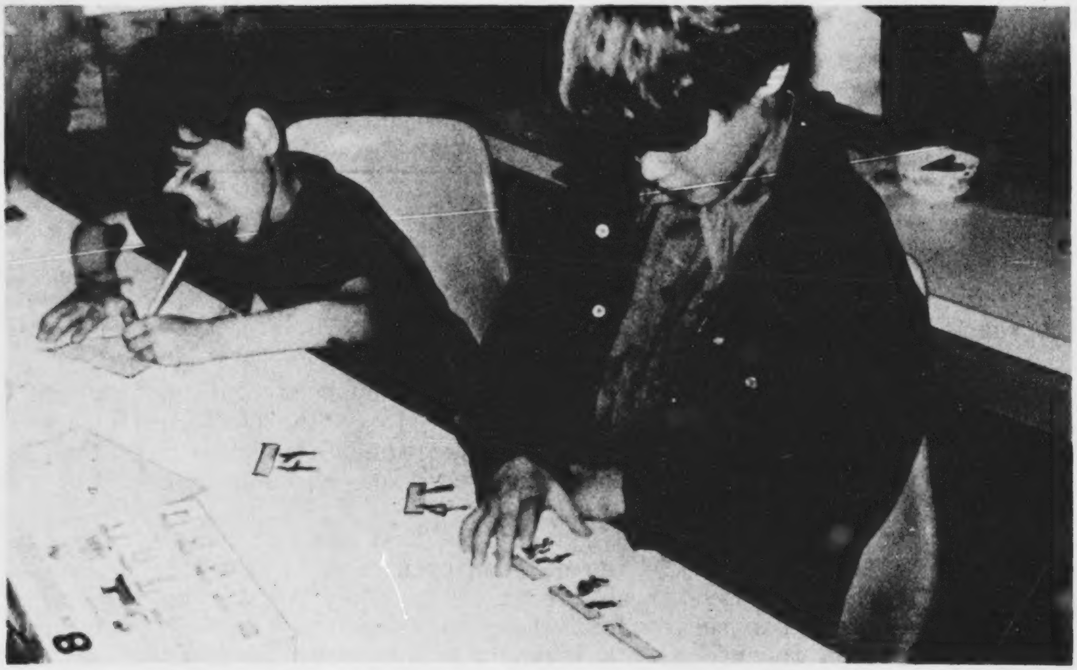
Given this pupil profile, the most anyone hoped for was one month of reading improvement for every month in the program. As it turned out, even the project staff was surprised at how well the BASK students scored. The kids averaged 14 months improvement in just 6 months of instruction--more than double what was expected!

The formula seems simple enough: set up some realistic reading objectives; find out who needs help; then help them. Like most things, however, it's not that simple in practice.

The children who need help are identified through pretesting and consultation with the classroom teacher. Then, since learning is a very personal thing, instruction is tailored to the individual child. Each has his own set of objectives and progresses at his own speed, one step at a time, so that he gets to know success.

The emphasis is on teaching, and testing is used only to determine whether a skill has been mastered. A first test is given when it appears an objective has been met. After a period of 5 days--called a "forgettery"--the child is tested again to make sure he still has the skill.

In addition to a project director, the special staff at Manchester consists of 5 reading specialists, 12 tutors, and 14 aides, 6 of whom



have degrees. The entire staff has received inservice training. They work with each student for 30 minutes a day outside the regular classroom, but they also work closely with the classroom teacher.

Parents, too, are involved. BASK specialists hold training sessions for them and show them how to make games and other devices for teaching at home. The parents also are kept abreast of what is going on at school. Once they received a brochure which included comments by the students. One primary pupil wrote, "BASK is a place where pepple help pepple."

Such help is now available also to "pepple" in the fifth and sixth grades. However, because space is limited, the BASK instruction is brought into the regular classroom for students at these levels.

# # #

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CRITERION READING INSTRUCTION PROJECT
Linden, N.J.

"You'll never learn any younger" is what many students are singing about, talking about, and learning in the Linden, N.J., Public Schools. It is the motto of the city's Criterion Reading Instruction Project (CRIP), but it is also the school song and the philosophy of both students and teachers.

CRIP began as a remedial reading and mathematics program for children in the upper elementary grades. But gradually its focus has shifted to the primary grades and to the language arts.

As a language arts program, CRIP emphasizes basic skills--listening, speaking, reading, writing, and spelling. It is giving young children the solid background they need to succeed in future learning.

More than 200 children participate. They are in kindergarten and first grade in three public schools and in kindergarten through third grade in two parochial schools.

Small group or individualized instruction is provided to prekindergarteners and kindergarteners 2-1/2 hours daily and to first, second, and third graders 30 minutes a day. Students progress at their own pace under a test-teach-test method.

A wide variety of instructional materials is used--kits, games, workbooks, and overhead visuals--as well as educational equipment ranging from primary typewriters to 8 mm projectors. Field trips correlated with classroom activities are often provided.

To reach each student, the CRIP teaching staff is assisted by three teacher aides, a nurse, a home-school aide, and a curriculum consultant plus a clerical staff of three. Parental involvement also adds a vital dimension to the program. Parents serve in an advisory capacity in the planning, operation, and evaluation of the program and also help out when needed in the schools.

This special attention has paid off in student achievement. In the past several years, CRIP students have shown gains in readiness and reading of 14 to 16 months for each 7 months of instruction--far exceeding the 7-month goal set for the program.

Although designed initially for educationally disadvantaged children living in low-income areas of the city, CRIP's methods and materials are now being used throughout the Linden public schools to teach all young children. Since the program has been cited by HEW's Education Division as an "exemplary project," other schools are copying CRIP, and more and more people are singing, "You'll never learn any younger."

# # #

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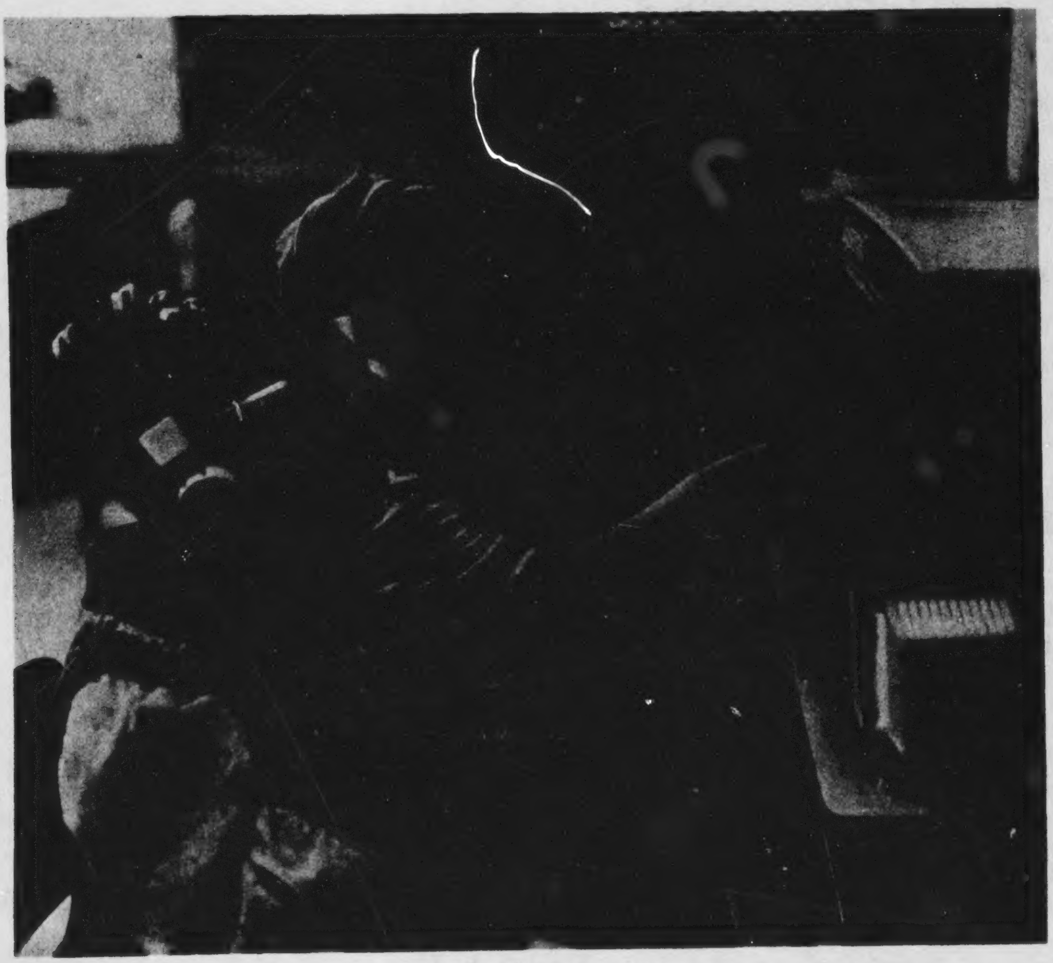

LEARNING TO READ THROUGH THE ARTS
New York, N.Y.

Plie, jete, arabesque. These words, recognized by ballet aficionados everywhere, would be Greek to the ears of most elementary school children. But not to those fourth through sixth graders involved in an intensive, individualized remedial reading program in New York City.

Entitled Learning to Read Through the Arts, this program teaches children to recognize and, more importantly, to understand the meaning of such specialized words.

The program works with 720 children from all sections of the city. The only criteria are that the students be Title I eligible and read at least 2 years below their grade level.

The purpose of the program is to improve reading skills through exposure to and interest in the arts. To achieve this end, professional artists as well as reading specialists are hired as instructors. All new instructors must attend an inservice training program to familiarize themselves with the purposes and goals of the program and how to achieve them.

Over a 20-week period, the students participate 3 days a week for 4 hours each afternoon. They select workshops of their choice in such diverse subject areas as photography, music, dance, theater, sculpture, and film making.

The workshops are held each Tuesday and Thursday, and it is here that the children are introduced to the vocabulary and background of a particular art form. A professional artist turned instructor conducts the workshop, using words and phrases in his conversation that relate to the specific subject area. In this way, the children are able to "see" the meaning of words.

In addition, each child keeps a journal in which he or she jots down new vocabulary words, experiences in the workshop, or procedures learned in workshop activity, such as the method for copper enameling. The journals serve as teaching tools, for they are read and corrected by the staff.

Each child also receives at least 3 hours of reading instruction weekly during the time spent at the workshops. Reading specialists give tests at the beginning of the year to determine reading problems and

then try to tie their instruction into an art framework. In this way, the formal reading instruction corresponds with and reinforces the workshop activity.

Wednesdays are reserved for field trips or special events. For example, the children attended a theater production of Tom Sawyer, for which they had been prepared by their artist/instructor. Other trips include museum outings and ballet performances. Also, the reading specialists may use Wednesdays to take the children to the library where they can learn about card catalogs or picture files. Journals are again kept by the children to record their experiences.

"Results of the program have been positive," says Bernadette O'Brien, project coordinator. "The children have improved an average of 1 to 2 months in reading for each month they have participated in the program."

A small part of the program is devoted to mathematics, with the instructors focusing mainly on the concept of measurements. For instance, children may receive a lesson in angles and parallel measures as they prepare to do sawing and construction work. Here the teaching lesson fits in naturally with the work to be done; it is not forced or abstract.

Learning to Read Through the Arts is associated with the Solomon R. Guggenheim Museum, which annually sponsors an art show featuring the children's art projects. In addition, the teaching staff uses the auditorium and the museum exhibits as teaching tools.

"By using the museum, artists, and art organizations, we have been able to make reading a pleasurable experience for our students," says Ms. O'Brien. "Through art, reading is put into a context they can experience and understand."

# # #

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PROJECT CHILD
Upstate New York

For a 3-year-old child of migrant farm workers, a tour of a pizza parlor can be a marvelous learning experience.

Think of it. A tour through the kitchen; a turn at helping spread the tomato sauce or sprinkle on the cheese; a cook who likes to answer questions; a pizza to split with your friends; then back to camp to draw a big round pizza, or a man in a tall white hat, or a cash register. And time to wonder what it's like to have a pizza parlor of your own; or a bank; or a drugstore; or a house with a yard.

Such an experience is but one of many offered migrant children who participate in Project CHILD, an educational program that works with children and adults in 13 migrant camps in three upstate New York counties--Livingston, Steuben, and Wyoming.

Each year migrant youngsters come into area schools during the harvest season, from July to November. Other children drift from school to school within the State as their parents find intermittent farm work. Still other children belong to ex-migrant families who are attempting to establish themselves as permanent residents of the area.

They are white, black, Hispanic, and Native Americans. Economically, they are poor. Socially, they are outsiders. Educationally, they are behind.

Project CHILD offers help to these children. It looks at the migrant child as he is and as he sees the world. Teachers have been trained at the Geneseo State University College Migrant Center; so have the parents, brothers, and sisters of the children who work as aides.

With this background and this assistance, teachers can recognize the special needs and strengths of migrant students and provide them with the experiences, materials, instruction, and encouragement they need to succeed in school. If there are other outside needs, such as medical, dental, or mental problems, they arrange for outside agencies to provide these services.

This all-inclusive, yet individualized, approach to serving migrant children has given the program its name, Project CHILD--Comprehensive Help for Individual Learning Differences.

Though basically for children--as the name implies--the program also serves adults and youths not in regular classrooms. A 12-hour day is followed by evening classes in the homes and camps plus weekend recreational and cultural activities for the families.

Instruction in every instance is based on the needs of the child, teenager, or adult rather than on a textbook-oriented curriculum. Because many of the migrants are French or Spanish speaking, the staff is also bilingual. All are sensitive to the needs of those they serve.

So successful has the program been that migrant education administrators and teachers in 10 other States have indicated they want to copy the program.

The project makes available an extensive collection of learning aids and materials created in response to the special interests and problems of migrant children.

# # #

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READING IMPROVEMENT PROJECT
Burgaw, N.C.

If you can't read, you can't understand the problems that help you learn math. If you can't read, you are too busy trying to figure out words to understand the meaning behind an historical event like our own revolution. If you can't read, you sometimes feel as though you can't do anything.

Self-esteem and reading, however, are no problem for some 600 children in Burgaw, N.C. These youngsters, in grades 2 through 8, participate in a special project funded by Title I.

The Burgaw reading program combines standard reading methods such as phonics with practical approaches that appeal to children. Each day the children leave their classrooms for 45 minutes to attend special reading labs where they are taught in groups of 7 to 10. And while some may technically read at first or second grade level, material in the texts is geared to the level of their interests.

"A fifth grade boy," explains W. C. Blackmore, project director, "might be interested in sports or automobiles, but he can't read about them if he is reading at a second grade level. And the things that are written for second graders don't interest him. So the project provides material he is interested in, but gears it to his reading level."

Crossword puzzles are another handy device. The reading lab sets up puzzles that contain words that students know as well as words they don't know so the children not only see familiar words but also build their vocabulary with new ones. "One of the things we learned," says Blackmore, "is that if you put a child at his frustration level, he can't learn. But if you start him a little below this level and teach him, when he gets back up to that old level of frustration it may not be there."

Some of the fifth graders tested in the fall were reading at a 2.8 grade level. Tested again in the spring--after participating in the program--they had reached a 4.4 grade level. Generally, these children show about a 2-month gain for every month in the program.

"Children are very proud when they improve their reading," says Blackmore. "A child knows if he or she can't read as well as another child. And once they've improved their reading skills, they feel better about themselves."

Let Kangaroo Help you Learn Your Sight Words

The program began because, after talks with parents, students, and principals in the Pender County Public Schools, "everything pointed to reading as the reason low-achieving children weren't making it," says Blackmore. "I used to give a little speech--'If you can't read, what can you do in school? Reading is the basic skill on which everything else is founded. If you can't read and comprehend a problem, you can't do mathematics, you can't understand social sciences.'"

Blackmore says there is no special secret to explain the program's success. "But it is absolutely essential to have a cooperative school administration and also a dedicated staff willing to improve themselves. You can't do it without these any more than you can have a good football team without a good coaching staff."

# # #

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ALL DAY KINDERGARTEN PROGRAM
Cincinnati, Ohio

"I like school," the 5-year-old said to the visitor.

Her hand was wrapped around the paint brush, and her "paint smock" (her older brother's shirt) hit her at midshin.

She was trying very hard to keep the paint on the paper and off herself, as the teacher had asked, but a few red splotches here and there indicated that this might be the first time she had wielded a paint brush. Red was the color the class was learning about that day.

"I can paint and play and I learned a new song yesterday and I know numbers and some letters and last week was my birthday and I'm this many."

Up came five red fingers.

No doubt about it. Ima Mae likes school.

More importantly, she is learning to enjoy learning about new things. And that is the first step to success in school and the first goal in Cincinnati's All Day Kindergarten Program (ADK).

Ima Mae is one of 700 children enrolled in one of Cincinnati's 27 All Day Kindergarten classes.

The ADK program is an extension of the regular half-day kindergarten. Its goal is to prepare the "total child" for first grade.

For example, 5-year-old Fred--along with Ima Mae and the other ADK boys and girls--is taught to think independently, to express himself, to see, hear, work, learn by himself.

He learns to work and play with others in large and small groups.

He is prepared to learn to read.

And, very importantly, he learns that he is an individual.

The Cincinnati ADK program provides the base for future school success through the extended day classes, the use of an aide, small class size, a variety of colorful materials and equipment, and firsthand experiences and field trips.

The program is open to all eligible schools that qualify under Federal guidelines and to all children in those schools who test below national norms for reading readiness.

The success of the program is supported by an ongoing system of testing and evaluation which shows that ADK graduates retain their early success through second grade.

In operation for more than a decade, the ADK program has developed its own curriculum guide and goals for individualized instruction.

According to Title I Director Thomas Haley, "ADK is the best possible kind of day we can plan for the 5-year-old. It is a balance of learning and playing, independence, supervision, and enrichment."

Jane Pope, Coordinator of ADK, feels that an important part of the program is the increased opportunity for parent involvement and the ongoing inservice training for teachers and aides.

"Early childhood programs help those who need help the most," she says. "All of us in the program, every one of us, believe in the children. Our job is to make the children believe in themselves."

"You goin'?" Ima Mae asked the visitor. She smiled, wet and soapy to the elbows. Spontaneously, she ran over and applied a big smacking kiss squarely on the visitor's cheek and a rather soapy hug. "You can come back," she said. "We'll be here."

Underneath the soap bubbles the visitor was left with a lump in her throat and just a touch of red paint.

# # #

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All Day Kindergarten Program

Upstairs School

UPSTAIRS SCHOOL
Portland, Ore.

Students in Roosevelt High School (Portland, Ore.,) claim that--except for the "freaky flowers"--the Upstairs School for remedial reading is worse than a concentration camp.

Yet they love it and spend as much free time as possible with their teachers.

The Upstairs School, so-called simply because it is upstairs, offers help to a group of high school students who for one reason or another have had trouble learning to read.

The students all read at least 2 years behind grade level, usually more. Several of the high schoolers are still with Dick and Jane in the first grade reading series.

Mostly, they live in a Federal housing development with a high rate of change. They are a transient population that comes from many different areas with many different problems. And the student who tries hard often gets chided--"What 'cha studying for? Are you nuts or something?"--but not if he's in the Upstairs School. Here there are strict rules to be followed.

Rule 1 is no student makes fun of another student--or he gets double time. Also no tardiness is tolerated. And no sassing. It is the philosophy of the teachers that discipline must be maintained if learning is to take place.

To polish a few of the rough edges, the students may attend "Charm School" after the regular day is done. At this time the teachers pleasantly help students learn to meet the demands of the staff. They learn to be in their seat and ready to work when the bell rings; they learn how to listen, how to speak civilly to one another.

"When I first came here all the teachers were mad and mean. I was a rat, but soon I straight up," wrote one tenth grader. Then he hastened to add, "Now all the teachers are nice."

Along with discipline comes respect not only of students for the teachers but teachers toward students. All the teachers and aides in the Upstairs School are people who care. "They really love, admire, and have tremendous respect for their students," says Joe Sappenfield, project director. "Each one wants to be the person to turn a student on--an opportunity of a lifetime."

Students begin the program with simple reading assignments so they can see improvement immediately. The size and length of the task is gradually increased as the student progresses. Point cards are kept daily so the boys and girls always know where they are gradewise for the day, the week, the month.

Sluggish reading habits are broken by teaching sounds, the blending of consonants, and then presenting nonsense words so that students immediately get practice in sounding out words.

There are vocabulary drills, speed reading, and comprehension tests. Teachers don't care if the students use four letter words. Instead they develop exercises for unknown words. And as the students learn to read better and better, they are taught speed reading and creative writing.

The program began at a time when Roosevelt High School was being torn apart by physical strife. The issue was not racial but rather one of general frustration. The children were not having their education needs met and wanted something done about it.

"The Upstairs School was a practical necessity," Sappenfield points out. "It was not only needed to help the kids who needed help, but it was needed to help the total school."

Today some 250 students participate in the program. Not all of them are in the reading part of the program. Some are deficient in math and are seeking to improve their skills in this area.

Students stay in the program as long as they need help, usually a year or so. But sometimes a kid will say, "I think I can make it back in the regular classroom." So the teachers let him try. If he doesn't make it, he knows he is always welcome back Upstairs.

# # #

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SEAPORT
Newport, R.I.

Want to be a school volunteer? . . . a tutor? . . . a library aide? . . . a special activities leader?

You can be if you live in Newport, R.I. The city's Title I schools put a lot of effort into getting community residents to take an active role in their remedial reading programs. They particularly like to have the parents of disadvantaged students get involved--as tutors or aides or to help out in other ways.

This parent involvement produces student involvement. All too often the disadvantaged child believes he has no chance for success in school. Therefore he doesn't try. But with his parents directly involved in his education and a few sweet tastes of success, he's given new impetus to learn.

The Newport Title I program provides the foundation on which academic success can be built. And, as expected, the children improve their reading skills. But, perhaps more importantly, they also feel better about themselves and about school.

In fact, one pupil announced, "Since I learned to read, I want the next class to come fast!" Another said, "Now I can almost keep up. Before, it was hopeless."

A little boy named Mark, who "didn't read so good" before he got into the program, says of himself, "I'm still not so good, but a lot better than I was!"

Newport also has begun a Home/School Liaison Program. A home school specialist, who is a registered nurse and a certified nurse teacher, visits the homes of all students in remedial reading. This gets parents better acquainted with the program, and school personnel better acquainted with the family.

If younger brothers and sisters are found to have learning difficulties, the home school specialist works with the parents to overcome the problems. In the case of a child who lacks coordination, this might involve learning how to set a table or pour from a pitcher into a cup. Sometimes simple teaching devices--matching games, picture cards, or puzzles--are left in the home to help children develop eye-hand coordination.

While these activities are good for children, they also are good for parents, who no longer view the school as a hostile place. Instead they come to understand the value of education for their children and for themselves. As a direct result of the Title I program, for example, at least four Newport mothers went back to school, completed their studies, and received high school equivalency certificates.

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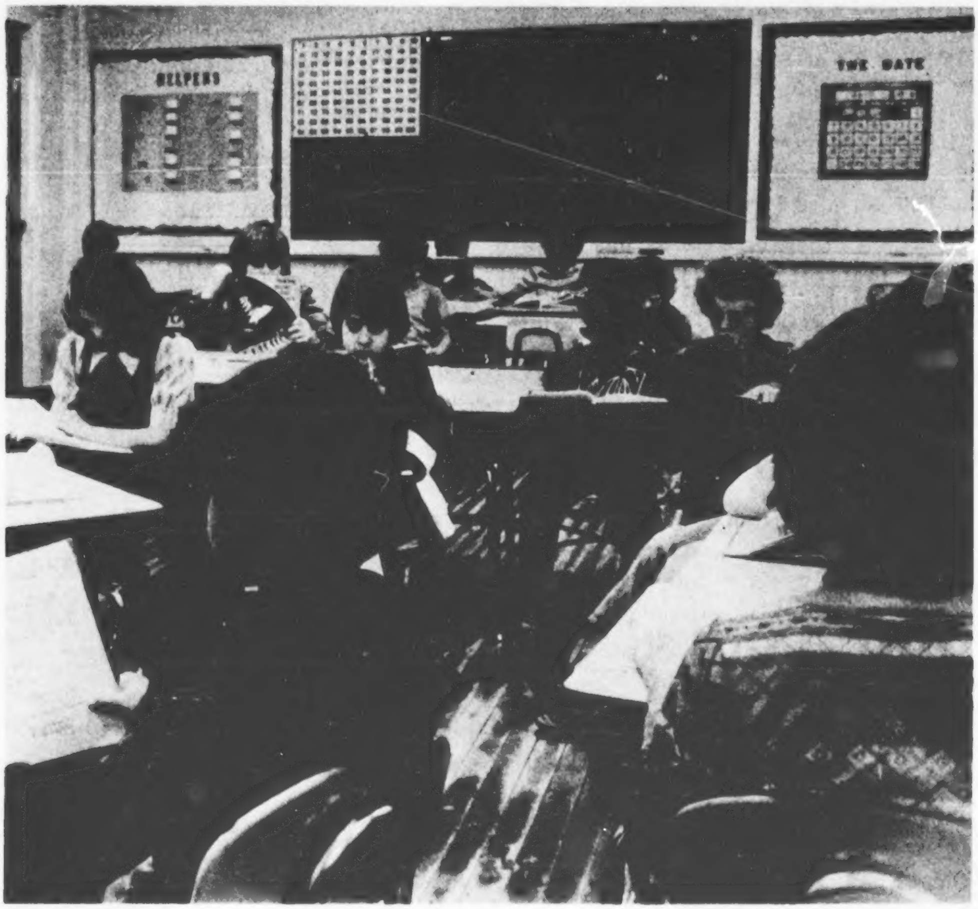

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)
Portsmouth, R.I.

Pat, a second grader in the Portsmouth, R.I., public schools, was in trouble. He didn't like school, he wasn't completing his assignments, and he spent much of his time bothering other children.

A check with his mother quickly revealed the problem. The school social worker found that Pat had undergone several traumatic experiences in recent months--his grandmother and a 5-year-old playmate had died and so had his dog. Pat had become obsessed with death and was frightened.

His mother was eager for help. She agreed to take part in a study group at the school to try to find out how to cope with the situation. Here she came to realize that she had never explained death satisfactorily to the child. Also, she found he was being naughty and "scared" mainly to gain attention. (There were 5 other children at home and 29 others in the classroom.)

Through the cooperation of school and home, the problem was solved as quickly as it was recognized. Pat grew more confident, and his school work improved. He is no longer on the list of underachievers.

The program that put Pat back on target bears the rather complicated title of Reading Instruction and Pupil Personnel Services (RIPPS). Actually, it's anything but complicated. It simply combines good reading practice with good sense. It pairs the reading specialist with specialists in other fields who can help locate outside problems and help solve them.

"Children don't read for many reasons," says Phyllis Martin Grimes, project supervisor. "It may be something emotional, physical, instructional--you name it."

If it is a matter of instruction, the teacher probably can handle it. But if it is something else, perhaps an emotional problem like Pat's, other specialists are needed. That's when the RIPPS team comes into action. On the team are counselors, social workers, a clinical psychologist, and a psychiatrist who serves as consultant when needed.

Together, they seek out the problem and provide assistance. In Pat's case it was simply to discover his frustration and get the parent to work with the school. In another case it might also have required the assistance of an outside agency which the parent did not know about. In such instances, the connection is made and the agency also offers assistance.

Pat's mother found help in one of the study groups run by the RIPPS program. Here parents learn of the many skills required in parenthood. They are taught how to ease tensions caused by death, divorce, or a birth in the family. They learn the importance of developing self-confidence in children.

One of the biggest problems faced by teachers today--not only in Portsmouth but all over the country--is the "failure syndrome." Kids who aren't very good students spend their days proving they can't succeed.

"But both the teachers and parents can turn things around by building up the self-concept of these children," says Mrs. Grimes. "If you believe they can succeed--and tell them--the kids will actually try harder and will achieve."

In operation since 1971, RIPPS has substantially raised the reading performance of its children. So successful is the program that parents often complain when their children move out of the program and no longer get this special attention.

Its success has also led to its adoption through grade 10 in the Portsmouth schools. In the upper grades it is also working--not only to increase reading scores but to decrease the absentee and dropout rates.

# # #

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PROGRAMED TUTORIAL READING PROGRAM
Farmington, Utah

"I'll be damned," muttered 5-year-old Steve when his teacher told him he was reading well.

"I'll be damned," he kept saying over and over.

Very few people had ever given Steve a compliment before. He simply couldn't believe it. But he loved it. And with his tutor's few words of encouragement, he began to work harder and read even better.

"Many children need only a word of praise and a chance to succeed," says Dr. Dallas Workman, director of the Davis County (Utah) Programed Tutorial Reading Program.

In Davis County tutors give youngsters both praise and the chance for success. More than 200 tutors--adult aides and high school juniors and seniors--work with children in the lower elementary grades to help them improve their reading skills.

The program operates in 20 of the 36 county schools, at first only in first grade, now in grades K through 4--in towns with such picturesque names as Bountiful, Woods Cross, Sunset, and Clearfield.

The program is based on materials developed by Dr. Douglas Ellson of Indiana University. Eleven different tutoring techniques help children strengthen their reading skills. Instruction is methodical and repetitive, yet conducted in an atmosphere of warmth and interest between the tutor and student.

With Dr. Ellson's method as a base, Davis County teachers and school administrators have expanded the tutorial reading concept to cover all of the early elementary grades. They have developed their own materials for tutors in kindergarten, third and fourth grades.

Each child who needs help has his own tutor who works with him 15 minutes a day. They sit side by side, away from the regular class, in any nook or cranny they can find. Perhaps in a cloak room, a well-lighted closet, or the hall, or maybe with just a screen between them and the class.

In the beginning the child tries to read at his grade level. But if he stumbles and makes mistakes, he gets something less difficult to read until eventually the material is so easy he can't help but experience success.

In this respect the Utah reading program differs from most programed instruction. Usually, errorless learning is sought immediately with many cues offered by the tutor. Then, as the child progresses, fewer and fewer cues are given until the child is on his own.

The Davis County schools start the child wherever he is and let the tutor move him forward and upward to grade level.

Tutors are women from the community and high school boys and girls. The teenagers are part of a work-study program in the five county high schools. They represent the same minorities as the children they teach. And they get minimum wage for their tutoring work and course credit back in their high schools. Each tutor works 2 hours a day.

For many high school youth this experience has determined their future careers. "The tutors get first-hand experience in what it's like to work with children," Dr. Workman says. "Many go on to become teachers, offering children like Steve the motivation for success."

# # #

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IMPROVING (READING) ACHIEVEMENT THROUGH USE OF TEACHERS AND TEACHER AIDES

Smithfield, Utah

Stella was a tenth grader who read at the fourth grade level. She knew she wasn't very good at it, so when she read out loud her voice became high pitched and jerky and she often had to back up and repeat the words.

Her reading problems affected her performance in other subjects and her social growth as well. She viewed friends who were better readers as academic threats.

Stella is typical of a special group of poor readers at Sky View High School in Smithfield, Utah.

Each year, between 70 and 80 of these youngsters get a chance to make some real improvement through a program called Improving Achievement (Reading) Through Use of Teachers and Teacher Aides. Stella, for example, improved her reading by two grade levels by the time she had finished the year.

Some of the youngsters in Sky View's reading program cannot read at all. Others read far below grade level. As a result they don't do very well in other subjects either. They lack self-confidence, have a poor self-image, and little sense of accomplishment. Needless to say, they are not wild about school.

The program helps students reach their goals through personalized and concentrated assistance. Reading instruction is given daily--one period a day--often on a one-to-one ratio, just one student and one adult.

Actually, there is a whole team of people to make the program work. There is an English teacher, the project teacher, and eight adult aides.

The specially trained aides seem to add the extra ingredient students need for success. Often they are viewed as special friends. Brent, for example, became so attached to his aide that he considered her one of the family and called her "Grandma." Even after he left Sky View to attend a trade-technical school--which she had helped him enter--he came back to report his progress.

Not everyone makes as much progress as Brent and Stella. But 85 percent of the pupils in the Sky View program gain more than a month in reading achievement for every month's instruction. This is a surprisingly good gain for children whose previous school experience had been mostly negative. And gaining, of course, makes people like both themselves and school a lot better.

# # #

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MIGRANT SECONDARY CREDIT EXCHANGE PROGRAM
Connell, Wash.

"The world belongs to those who prepare for it."

That's the challenge posed on brightly colored posters displayed in Texas and California high schools.

But how can you prepare yourself for a better world if you are the son or daughter of a migrant farm laborer and must spend 8 to 10 back-breaking hours each day in the fields? When is there time to go to school?

Education officials in Washington State are finding the time for these young people. They are offering night courses for migrant teenagers who want to pursue their high school education.

This year nearly 500 migrant students are attending night classes in 15 high schools in the Yakima Valley, Columbia Basin, and Wenatchee Valley. These are the areas where their families come to cut asparagus and thin sugar beets in the spring and harvest apples and pears in the fall.

Schools in these fruit and vegetable producing regions offer 3-hour classes, 4 days a week. Yet during these brief hours, migrant students take a full course load to prepare themselves for high school graduation.

"When the program began we thought we'd have to adjust our curriculum for students returning to their home States for graduation. Not so," says David Randall, program director. "High school basics are high school basics throughout the country. For example, we just had to add their home State's history course and an occasional other class to comply with graduation requirements elsewhere."

One of the most cherished experiences of a migrant child is graduation from high school. So few do. Perhaps no more than 10 in a 100. That's why some young people want to graduate in their home State, receiving their diploma in ceremonies attended by their family and friends. These students earn most of their high school credits in Washington, then stay in their home State during their senior year.

But about 30 migrant students each year receive their diplomas in Washington in towns like Pasco, Connell, Wapato, and Mabton. But they receive not Washington diplomas but diplomas from their home State.

Texas, in particular, has been most cooperative in making this possible. Washington school officials verify that the credits have been earned for graduation, then Texas school officials prepare the diploma and send it North for presentation to the student some 2,500 miles from home.

To draw teenagers into the high school program, the State of Washington has established a vigorous identification and recruitment program. "We virtually beat the bushes to find young people who might be interested in going to school in the evening," Randall said.

The State also advertises its after-hours program throughout Texas and California, where these migrants spend the remaining months of the year. Here's where many of the youngsters first learn of the Washington program--through their school counselors or the colorful posters.

When the program began, only about 20 kids showed up. But enrollment quickly jumped to 183, then 339. In its fourth year, the credit exchange program served 491 young people.

"Our goal is to break the 500 barrier," Randall says. "We know there are about 2,000 migrant teenagers scattered around the State. About half probably are dropouts and can't be retrieved. But I'll bet there are another 500 who could be helped if we could reach them."

Money for the credit exchange program comes from Title I. Actually, the program costs very little--only $100 to $150 per student. The money goes for teacher salaries. There is no rent to pay, no equipment to buy.

Not only is the program inexpensive, it is also highly innovative. It is the first of its kind in the Nation.

# # #

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TRAINING MIGRANT PARAPROFESSIONALS
Pasco, Wash.

It takes two and a half days of hard driving--night and day--to go from the tip of Texas to the Columbia River Basin in Washington State. Yet each year several hundred migrant farm workers and their families make the trip.

From the time the early asparagus crop comes on in March until the last of the hops is picked in late September, some place in Washington is their home. Maybe Napa or Prosser or Basin City; perhaps Pasco, College Place, or Connell.

But wherever these migrants stop, there's a school waiting for their young children. When the parents move to a new harvest area, the school moves with them. Actually, it's not a school in the ordinary sense but a very warm and wonderful teacher whose husband or family works in the fields along with the parents of the children and who probably once was a child of the fields herself.

This idea of pairing children and adults on the move is something new to education. It is the result of a cooperative arrangement between educators in Texas and Washington.

The whole thing starts in Grulla, Texas. Here during the winter months when the migrant families are "at home," teachers search for groups of six or seven children who will be living in the same location in Washington during crop picking time. They then try to find some adult--the wife of one of the field hands, an older sister, possibly an uncle--who will be going to the same place.

A dozen or so adults are chosen--one for each group of children. Usually, they have had little formal education. But all winter long they are trained in a very specific and direct teaching method so they can provide special help to the migrant children while they are in Washington.

At first it was difficult to recruit these teacher-trainees. The crew bosses weren't too happy about having their farm hands lured away and their power base usurped. And the trainees weren't sure they wanted the jobs. Paraprofessional teaching doesn't pay as much per day as field work.

But soon they had second thoughts. The work may not pay as much each day but it is steady and, therefore, annual earnings are greater for a teacher. Also it is a lot easier work (no stoop, no squat) and the working conditions are better (no 100-degree days in the full sun).

Besides, the children like the idea of having someone they know as their teacher up North. Indeed, they like it so well that 75 percent of the youngsters taking part in the Texas program stay with it in Washington State.

"This breaks all kinds of records for projects of this sort," says Louise Gustafson, who coordinates the program from her Ephrata, Wash., office in Educational Service District 104.

"It's hard for young children to move from an all-Spanish environment to one that is all English," she explains. "Yet that's what happens to these youngsters. In Washington they have to adapt to new schools, new rules, and a new language. The friendly face of a fellow migrant makes the transition a lot happier experience."

Two permanent migrant education centers are located in Moses Lake and Connell, Wash., where migrant workers are employed year-round in vegetable processing plants and in getting things ready for planting.

But in some places facilities are not always available, especially for the preschool children.

"Here's where the job of the teacher-trainee gets tough," Gustafson says. "She has to find some place to hold classes and then adjust to whatever inconveniences might result."

One teacher held classes in her own housetrailer. The children were brought to her at 4 a.m. (because it's cooler to pick in the early dawn). She put them to sleep on floor mats. At 7 a.m. she fixed their breakfast and began on their lessons. Recess was at noon--so she could have time to prepare them lunch. Then it was nap time and home at 2 p.m.

But the paraprofessional's job didn't end there. She still had to work with the older children, those in kindergarten through grade 3 in the local school or perhaps summer school.

Each year schools in the Yakima and Walla Walla Valleys are asked for space and release time so that the migrant children can receive extra help from their special teacher. None has ever refused.

"Happily, the free time usually comes in the afternoon," Gustafson says. "So the paraprofessional simply moves from the preschool youngsters into the schools to work with the primary children."

"It's a lot of hard work and a long day, but they love it. It's such a thrill to see what's happening to the children, to suddenly see them reading in the top reading group."

Because they move so frequently from school to school and often have long absences, few migrant children are able to keep up with their classmates. Yet those who participate in the Texas-Washington exchange have had notable success. They not only are keeping up; they are doing better.

On the average, after 100 days in the program, they achieve or exceed national norms in all subject matter areas, no matter how far behind they might have been. After 200 days, every one of them exceeds national norms in arithmetic, handwriting, and reading.

# # #

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HOSTS
Vancouver, Wash.

Vancouver is a small city in Washington but it has one of the biggest--and most effective--reading programs in the Nation.

Involved are 1,700 students in 27 Vancouver public schools and two parochial schools, several hundred adults PLUS more than 2,000 community volunteers.

The program, which has turned Vancouver into a city of readers, is the brainchild of Bill Gibbons, a former football coach. It all began when Gibbons discovered he had to write the football plays on pieces of paper and tape these to his players' wrists if he expected them to execute the maneuvers on the field.

That such a tactic was necessary bothered Gibbons, and he decided to do something about it. He quit coaching and went into classroom teaching.

Reading, Gibbons found, was the basic problem. Many students, no matter what their grade level, simply could not cope with the written word. One-to-one tutoring would help, he knew. But where could he get that many teachers--or that much money? Where else but the community--and as volunteers.

If enough people volunteered, the program would cost very little. The only extra cost would be for the preparation of a tutor training manual and notebook.

Gibbons' plan was simple. The teachers would test the children as usual to find each one's specific reading problems. Daily lesson plans would then be developed to attack each skill deficiency, and the volunteer would do the actual tutoring.

In practice, it works like this. Each student has a folder that lists the skills on which he needs to work--such things as phonics, comprehension, vocabulary. In all, some 200 skills have been identified and an attack method developed. This information is stored in a materials bank.

The job then is simply to match the remedy to the problem. Each day the teacher puts the appropriate lesson plan in the student's folder, and the volunteer carries out the treatment with the reading specialist serving as monitor.

According to Gibbons, it doesn't matter what qualifications a volunteer may have as long as he or she can follow instructions and is a responsible individual who likes to work with children.

"If the volunteers can read--we want them," Gibbons said. "And we got them from all areas of the community and from the school itself. We have volunteers as young as 12 and we have one grand old lady who is 86."

Each fall the community stages an all-out search for tutor-volunteers. Individual homes are canvassed. Food stores insert bag stuffers in every grocery order, and every store clerk in the city wears a HOSTS button. There are HOSTS posters showing community workers involved in the program, and there are newspaper stories, radio and TV announcements.

HOSTS has become an acronym everyone knows. It stands for "Helping One Student to Succeed"--and it's the goal of the one-to-one tutoring program.

"You can't walk down the street in Vancouver without meeting people who know about the program," Gibbons says proudly. "They either have a child in the program, are serving as a tutor, or know someone who is."

Not only does the program operate in the schools, there are HOSTS tutors working with illiterate adults at Clark College, and the high school has adult classes every Tuesday and Thursday nights. In the past 4 years more than 600 adults have participated.

Thirty men and women, however, form the backbone of the adult program. They have been attending HOSTS classes ever since they began in 1972.

Who are they? One woman came because her doctor gave her some literature so she could potty train her child. She couldn't read it. A young man came after his daughter crawled into his lap and asked him to read to her. He couldn't do it. Others come for employment reasons; others for personal satisfaction.

Some, however, don't come because they are ashamed. But they too are helped. If a person doesn't want to be seen attending school, the tutor will go to his or her home--or wherever that person may be. "We've even had tutors work with people in the hospital," Gibbons says.

So outstanding is the program that it was 1 of 16 National Bicentennial Sites selected by the Department of Housing and Urban Development. It also has been named by the National Right to Read Program and the Department of Health, Education, and Welfare as worthy of duplication by other school districts.

Already the program has been adopted or adapted by schools in North Carolina, Texas, California, Oregon, Missouri, and Colorado.

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TITLE I: WOOD COUNTY SCHOOLS
Parkersburg, W. Va.

Why can't Johnny read?

That's the question parents are constantly asking school officials across the country. Yet in Parkersburg, W. Va., it's seldom asked.

The reason: school officials know why their children are having reading problems and they are doing something about it. Poor readers are tested, diagnosed, and placed in special reading labs.

The labs provide several hundred junior and senior high school students in Wood County with the extra boost they need to succeed in school. They are located in five junior high schools, two senior highs, and Parkersburg Catholic High School. They are open to any seventh and tenth grader who is reading below grade level.

Lab sessions are in addition to regular daily classes. Sometimes it takes a bit of juggling to add the extra class. A required course may have to be delayed a year or a study period forfeited. But most kids consider the labs worth the switch.

Actually, it's the kids themselves who decide whether or not they want to take the lab course.

"We simply point out the need for such training and explain that the course might help them not only in reading but in handling other academic subjects as well," says David Custer, Title I Coordinator.

Not all students who need the course choose to take it, however. About 3 percent of the seventh graders and perhaps 10 out of 60 kids at the high school level don't. Only those who volunteer are enrolled.

"It's important that the students enter the course with the right attitude," says Custer. "These kids have already met with failure and we don't want them to think of the lab as just another opportunity to fail."

In the lab each student is tested and his particular problem diagnosed by both teacher-made and standardized tests. Then a prescription is drawn up that capitalizes upon his strengths and works on his weaknesses.

Three different activities are scheduled each day. For example, a student may work for a while with a slide tape--reading the exercise, listening to it, and at the end answering questions. He then might work on some trouble spot--prefixes, suffixes, adjectives, verbs or sentence structure--in a written activity. And wind up the lab period by reading a magazine article, lifting out the words he doesn't know, and making flash cards for future study.

There are card games in which the students draw synonyms to get matched pairs. There are reading games like Uncle Wiggley and made-up games that focus on specific reading skills.

And there is always a time for independent reading. The labs have a large selection of classics, comic books, magazines, and newspapers. The students get their choice, and there are never any reports--unless the student wishes to use a lab book for a report in his English class.

The individual attention each student gets in the lab, the lab's relaxed atmosphere (it's colorful and carpeted and filled with beanbag chairs), and the sincere interest of the teachers have made the Parkersburg reading labs a real success.

Students in the seventh grade gain, on the average, more than 2 years in reading during their year in the lab; senior high students almost as much. Usually, underachievers at these grade levels make much smaller gains. Without special help most poor readers keep falling farther and farther behind.

The success of the labs can be measured in other terms as well. The young people who participate gain greater self-respect and a brighter outlook on life. As one tenth grader--once a potential dropout--explained, "I now know I can make it through high school." Since taking the lab reading course, his grades have risen to average and above. He's now considering college and a career as a forester. In fact, he's already obtained a part-time job to get the money for college.

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EDUCATIONAL ASSESSMENT AND INSTRUCTION FOR THE EDUCATIONALLY DEPRIVED

Kenosha, Wisc.

Anything goes when it comes to teaching educationally deprived children in Kenosha, Wisc., Public Schools.

"Anything" may mean parent participation in workshops where they build learning games to play with their children, using materials like coffee cans, pizza pie trays, and paper mats, cups, and plates.

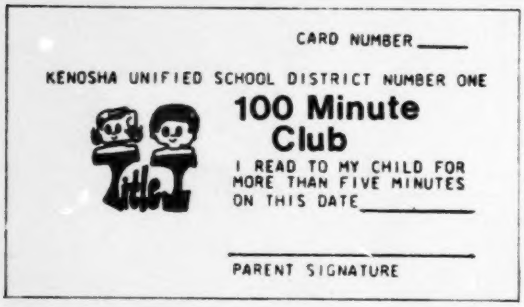
Anything also may mean "100 Minute Reading Clubs," youth tutoring youth, personalized learning programs for each child, cooking lessons and field trips as language learning experiences, community liaison workers who make home visits to spread the word about the school effort, and much more.

The project that makes all this possible is called "Educational Assessment and Instruction for the Educationally Deprived." It has as its objective the improvement of the language skills of educationally deprived children in kindergarten through tenth grade. According to Tom Zuhlke, Kenosha's director of federally sponsored school projects, it has successfully served 1,100 pupils since the 1975 school year.

The project has three principal components--a resource room, an extended kindergarten, and a staff conducting liaison with the community. The resource room began in 1973 and has continued to operate--with minor changes--ever since. The extended kindergarten and community liaison components have been offered since 1975.

Students in the resource room program typically score below the 30th percentile of national norm groups. They take part in the program about 30 minutes each day, 4 to 5 days a week. Here a teacher and two aides help them increase their speaking, reading, and writing skills.

One especially helpful activity is the "100 Minute Reading Club." Each child who cannot read takes home a card which asks the family--mother, father, brother, sister--to read to the youngster 5 minutes a day. Whoever does the reading must sign the card, specifying what has been read and for how long. The family is asked to do this for 20 consecutive days before the child may join the club. For children who can read, parents sign the card showing that the child has read to them for 5 minutes.



CARD NUMBER____

KENOSHA UNIFIED SCHOOL DISTRICT NUMBER ONE

100 Minute Club

I READ TO MY CHILD FOR MORE THAN FIVE MINUTES ON THIS DATE__________

____
PARENT SIGNATURE

"This has been a very effective device," Zuhlke says. "Families are reading to their children more than the required 5 minutes, and the payoff is that they are becoming involved."

The extended kindergarten provides additional help to youngsters who show signs of developing learning problems. Children are 4 to 5 years old when pretested, yet their language understanding scores are those of a 3-year-old.

These children attend the extended kindergarten for 2 to 3 hours after attending the district half-day kindergarten in the morning. The program is staffed by three certified kindergarten teachers and three aides. Each extended kindergarten serves about 15 to 20 pupils.

"We let them touch, taste, and feel the materials they work with," Zuhlke explains. "For example, we teach them basic things about a kitchen and cooking, and then use the words and objects they have experienced to expand their abilities to communicate--to talk, to listen, and to identify what they see. All this gets them ready to read."

To reinforce the school effort and to make sure there is parental involvement, the Kenosha project also has a community liaison component.

The liaison staff links the Title I program, the parents, and the children. Liaison workers confer with other school staff and make home visits to resolve parent-teacher conflicts, academic problems, health-related problems, absences, and behavior problems.

In addition to their role as child advocates, the liaison staff fosters parent involvement through home telephone calls, visits, and the provision of transportation to the center or Parent Advisory Council meetings. They also conduct parent game workshops and help to prepare home learning kits for the children.

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